

# Gramática Oxford

Para estudiantes de inglés

**BACHILLERATO**

La *Gramática Oxford Bachillerato*: todo lo que necesitan los alumnos y alumnas de inglés en Bachillerato.

La *Gramática Oxford Bachillerato* trata todos los aspectos gramaticales que figuran en las enseñanzas comunes de inglés en Bachillerato.

- ♦ **Explicaciones claras y sencillas en castellano.** Las explicaciones han sido escritas por profesoras españolas que conocen bien las necesidades del alumnado de Bachillerato.
- ♦ **Ejercicios de práctica de dificultad progresiva.** Los alumnos y alumnas tienen la oportunidad de practicar paso a paso cada punto tratado mediante una amplia batería de ejercicios de dificultad progresiva.
- ♦ **Numerosas oportunidades para el repaso.** Las diez unidades de repaso repartidas a lo largo del libro ayudan a afianzar los conocimientos a medida que se van adquiriendo.
- ♦ **Unidades extra de ampliación gramatical.** Se han incluido siete unidades al final del libro para que los alumnos más avanzados puedan ampliar sus conocimientos, más allá de lo indicado en las enseñanzas comunes.

Existe un *Tests & Answer Key* que incluye cuatro tests para evaluar los progresos de los alumnos y alumnas, así como las respuestas a todos los ejercicios.

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UNIVERSITY PRESS

[www.oup.com/elt](http://www.oup.com/elt)

OXFORD ENGLISH  
ISBN 978-0-19-430919-6



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INGLÉS

Gramática Oxford ♦ BACHILLERATO

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Pilar Cuder Domínguez  
con Raquel López

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## Bachillerato

Pilar Cuder Domínguez  
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con Raquel López

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UNIVERSITY PRESS



OXFORD  
UNIVERSITY PRESS

Great Clarendon Street, Oxford OX4 6NR

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi

Kuala Lumpur Madrid Melbourne Mexico City Nairobi

New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece

Guatemala Hungary Italy Japan Poland Portugal Singapore

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First published 2005

2005

10 9 8 7 6 5

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ISBN: 978 0 19 430919 6

Printed in Spain by Oryma, S.A.

#### ACKNOWLEDGEMENTS

Illustrated by: Refindia Tisana

## ¿Qué es la Gramática Oxford Bachillerato?

Concebida específicamente para alumnos\* de Bachillerato, la *Gramática Oxford Bachillerato* trata todos los aspectos gramaticales que figuran en las enseñanzas comunes introducidas en 2002 y 2003 para los dos cursos de la Bachillerato.

Las explicaciones incluidas han sido escritas en castellano por profesoras españolas que conocen bien las necesidades del alumnado en la Bachillerato. Estas explicaciones inciden en las cuestiones gramaticales que presentan especial dificultad para alumnos españoles. Destacan, además, aquellos aspectos en los que la lengua inglesa se diferencia de la castellana con objeto de propiciar una mejor comprensión de la gramática inglesa por parte de los alumnos.

Las explicaciones vienen acompañadas por oraciones modelo que ilustran las cuestiones tratadas. Estas oraciones están traducidas al castellano solo cuando se considere necesario para que quede completamente claro el aspecto gramatical tratado.

Las explicaciones gramaticales van seguidas por una gran cantidad de ejercicios prácticos de dificultad progresiva, a fin de propiciar un aprendizaje exhaustivo de cada tema tratado.

### ¿Cómo está estructurada la Gramática Oxford Bachillerato?

La *Gramática Oxford Bachillerato* consta de 55 unidades, organizadas a partir de categorías gramaticales. Diez de estas unidades son de repaso y ayudan a consolidar los conocimientos adquiridos en unidades anteriores. La obra contiene, además, siete unidades extra al final del libro, que abordan cuestiones gramaticales no incluidas en las enseñanzas comunes de la Bachillerato. Estas unidades van dirigidas a los alumnos más avanzados.

Tanto el índice general que figura en las primeras páginas del libro como el índice analítico del final, que ofrece un listado más detallado, permiten una fácil localización de los temas.

Los nueve apéndices (páginas 134-139) que completan la *Gramática Oxford Bachillerato* se centran en el plural del sustantivo, los nombres incontables, la ortografía del *present simple*, las formas en *-ing*, los verbos regulares e irregulares, los numerales, los adjetivos comparativos y superlativos y, por último, los adverbios.

### Tests & Answer Key

El *Tests & Answer Key* contiene, además de las soluciones a todo los ejercicios, cuatro tests que evalúan, de forma acumulativa, la gramática tratada en la *Gramática Oxford Bachillerato*.

\*Con el término *alumnos* nos referimos tanto a las alumnas como a los alumnos.

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# Los presentes: Present Simple/Present Continuous

Compara estas dos frases:

*I live in Cork. (Vivo en Cork.)*

*I'm living with my parents until my flat is finished. (Estoy viviendo con mis padres hasta que terminen mi piso.)*

Ambas se refieren a una acción presente: utilizamos Present Simple (*I live*) para una acción habitual, y Present Continuous (*I am living*) para una acción transitoria. Fíjate en las diferencias de forma y uso:

## Forma

### PRESENT SIMPLE

#### Afirmativa

I/you/we/they } **live** here  
he/she/it } **lives** here

#### Negativa

I/you/we/they do not/don't } **live** here  
He/she/it does not/doesn't }

#### Interrogativa

Do I/you/we/they } **live** here?  
Does he/she/it }

### PRESENT CONTINUOUS

#### Afirmativa

I am/'m } **living** here  
He/she is/'s }  
We/you/they are/'re }

#### Negativa

I am not/'m not } **living** here  
he/she is not/isn't }  
we/you/they are not/aren't }

#### Interrogativa

Are we/you/they } **living** here?  
Is he/she/it }

## Uso

### PRESENT SIMPLE

Se utiliza para hechos y verdades generales:  
*Water boils at 100°.*

Expresa situaciones permanentes o que se repiten en el tiempo:  
*I go to work by car.*

Aparece acompañado de adverbios de frecuencia (*never, always, usually, often, seldom, every day, twice a year, three times a week, etc.*) para expresar hábitos y rutinas: *Mary usually studies in the library.*

### PRESENT CONTINUOUS

Se utiliza para acciones que están ocurriendo en el mismo momento en que se habla:  
*Look! The water for your tea is boiling.*

Expresa situaciones transitorias, que pueden acabar o cambiar pronto:  
*My car is at the garage, so this week I'm going to work by bus.*

Aparece acompañado de expresiones de tiempo presente como *now, at the moment, today, etc.*  
*Mary is studying in her room at the moment.*

Fíjate que en ocasiones podemos encontrar el adverbio **always** con el tiempo Present Continuous cuando se trata de quejas: *You're always talking on the phone!*

Y también utilizamos la expresión **every year/week/day, etc.** con Present Continuous para referirnos a cambios y tendencias: *The Earth's climate is getting warmer every year.*

## Ejercicios

A Look at this table.

Name	Home	Job	Current project	Project location
Mike	Glasgow	engineer	bridge design	Aberdeen
Sally	London	conference organiser	congress	Dublin
Philip	Leeds	salesman	trade fair	Birmingham

Use these verbs in the Present Simple or the Present Continuous: **live, work, stay.**

- 0 Mike lives in Glasgow and he works as an engineer.
- 0 At the moment Mike is staying in Aberdeen because he is working on a bridge design there.
- 1 Sally \_\_\_\_\_ in London where she \_\_\_\_\_ as a conference organiser.
- 2 At the moment Philip \_\_\_\_\_ in Birmingham because he \_\_\_\_\_ at a trade fair there.
- 3 At the moment Sally \_\_\_\_\_ in Dublin because she \_\_\_\_\_ at a congress there.
- 4 Philip \_\_\_\_\_ in Leeds where he \_\_\_\_\_ as a salesman.

B Use the words in brackets ( ) to complete the dialogues. Use the Present Continuous or the Present Simple.

- 0 (The sun/rise/in the east.)                      0 (Look! The sun/come/up.)  
*The sun rises in the east.*                      *Look! The sun is coming up.*
- 1 Ann: Is the swimming pool open today?  
Jane: (No, they/get/things ready for the next competition.)  
Ann: (How often/they/have/these competitions?)  
Jane: About three times a year.
- 2 Sam: (Why/that machine/not/work/at the moment?)  
Chris: (I don't know, but a mechanic/mend/it.)  
Sam: (What/the machine/do/in fact?) (it/make/boxes?)  
Chris: (Yes, it/make/boxes of all sizes.)

C Correct the following sentences.

- 0 He's always having dinner at 9 o'clock. He always has dinner at 9 o'clock.
- 1 Do you watching TV now? \_\_\_\_\_
- 2 She never driving carefully. \_\_\_\_\_
- 3 Do he sings well? \_\_\_\_\_
- 4 What do you look for? My car keys. \_\_\_\_\_
- 5 She don't have her passport with her. \_\_\_\_\_
- 6 He is working for us several times a year. \_\_\_\_\_
- 7 What do you do? I prepare for tomorrow's exam. \_\_\_\_\_



## 2 Los verbos sin formas continuas

Fíjate en estas dos acciones:

*What does Tom do? He sings in a pop group. (¿Qué hace Tom? Canta en un grupo pop.)*

*What is Tom doing? He is singing with his band. (¿Qué está haciendo Tom? Está cantando con su grupo.)*

La mayoría de los verbos expresan acciones: **sing, teach, study, talk, listen, sit, play**, etc. Si son acciones aisladas (*She came in*) o habituales (*He sings in a pop group*), utilizamos en inglés una forma simple. Si son acciones en proceso, escogemos una forma continua (*He is singing*).

Algunos verbos no expresan acciones, sino estados o sentimientos. Esos verbos no aceptan la forma continua:

*Tom has a motorbike. (Tom tiene una moto.)*

*Tom likes Mary. (A Tom le gusta Mary.)*

Los principales verbos que no admiten las formas continuas son:

### VERBOS DE PENSAMIENTO:

**know** (saber), **forget** (olvidar), **notice** (observar, darse cuenta de), **remember** (recordar), **recognize** (reconocer), **mean** (significar, querer decir), **understand** (comprender)

*I have known Tina my whole life. (Conozco a Tina de toda la vida.)*  
*He never forgets his laptop. (Nunca olvida el portátil.)*

### VERBOS DE SENTIMIENTOS:

**hate** (odiar), **like** (gustar), **love** (encantar), **want** (querer), **prefer** (preferir), **need** (necesitar), **matter** (tener importancia)

*I have always hated Mondays. (Siempre he odiado los lunes.)*  
*Don't worry! It really doesn't matter. (¡No te preocupes! De verdad que no tiene importancia.)*

### VERBOS DE PERCEPCIÓN:

**hear** (oír), **smell** (oler), **sound** (sonar)

*Did you hear the music? (¿Oíste la música?)*  
*Fíjate que con estos verbos aparece frecuentemente el modal can:*  
*Can you smell that perfume? (¿Hueles ese perfume?)*

### OTROS VERBOS DE ESTADO Y POSESIÓN:

**be** (ser, estar), **include** (incluir), **cost** (costar), **fit** (quedar bien), **own** (poseer)

*Are you a doctor? (¿Eres médico?)*  
*I haven't included Mary in the list of guests. (No he incluido a Mary en la lista de invitados.)*

Algunos verbos admiten ambas formas pero cambian el significado:

### FORMA CONTINUA (acción en proceso)

**look** (mirar)  
*He is looking at the sea. (Está mirando el mar.)*

**taste** (probar)  
*We are tasting the soup. (Probamos la sopa.)*

**feel** (tocar)  
*She's feeling the material. (Está tocando la tela.)*

**have** (tomar una comida, una ducha, etc.)  
*Are you having lunch at 12:30? (¿Almorzarás a las 12:30?)*

**think** (pensar)  
*Please be quiet. I'm thinking. (Por favor cállate. Estoy pensando.)*

### FORMA SIMPLE (estado o sensación)

**look** (parecer)  
*They looked tired. (Parecían cansados.)*

**taste** (ser sabrosa, saber bien)  
*The soup tastes nice. (La sopa es sabrosa.)*

**feel** (sentirse)  
*I feel very unhappy. (Me siento muy desgraciada.)*

**have** (got) (tener)  
*I've got a headache. (Tengo dolor de cabeza.)*

**think** (creer)  
*They thought she had left. (Creyeron que se había ido.)*

## Ejercicios

**A** Put in the words in the Present Simple or the Present Continuous. Sometimes you do not need to change the verb in brackets ( ).

- 0 I don't understand (not/understand) that sign over there. What does it mean (it/mean)?
- 1 Paula and Jack are in the sitting-room. They \_\_\_\_\_ (listen) to the news, and Paula \_\_\_\_\_ (look) at a magazine as well.
- 2 The students \_\_\_\_\_ (count) the books in the library today, because we \_\_\_\_\_ (not/know) how many we have.
- 3 Tim \_\_\_\_\_ (like) his new shoes; they \_\_\_\_\_ (fit) him perfectly.
- 4 June: Look! That woman \_\_\_\_\_ (sit) in your chair.  
Barry: It \_\_\_\_\_ (not/matter). I can sit over there.
- 5 This computer is very expensive. It \_\_\_\_\_ (cost) more than £3000, but the price \_\_\_\_\_ (include) tax.

**B** Use the Present Simple or the Present Continuous. Sometimes you do not need to change the verb.

- 0 Alan: (You/wear/your overcoat./you/go/out?)  
*You're wearing your overcoat. Are you going out?*  
Jane: (Yes./I/go/the shops. I/need/some more paint.)  
*Yes, I'm going to the shops. I need some more paint.*
- 1 Adam: (you/recognize/the woman in this photo?)  
\_\_\_\_\_  
Susan: (you/mean/the woman who/look/straight at the camera?)  
\_\_\_\_\_  
2 Mark: (Hello, David. Why/you/stand/here?/you/wait/for me?)  
\_\_\_\_\_  
David: (Yes, I/want/to speak to you.)  
\_\_\_\_\_  
3 James: (Listen to the engine./you/think/it is all right?)  
\_\_\_\_\_  
Pione: (It/sound/all right, but it/smell/of oil.)  
\_\_\_\_\_

**C** Translate the following sentences.

- 0 ¿Oíste ese ruido? *Did you hear that noise?*
- 1 El habla, pero ella no está entendiendo nada. \_\_\_\_\_
- 2 Pareces triste. \_\_\_\_\_
- 3 La leche no sabe bien. \_\_\_\_\_
- 4 ¿Prefieres el Ferrari o el BMW? \_\_\_\_\_
- 5 ¿El precio incluye el IVA? \_\_\_\_\_
- 6 El se olvidó de su aniversario. \_\_\_\_\_
- 7 No sabía la respuesta. \_\_\_\_\_







# Los verbos (1): 4 Present Simple/Present Continuous/Past Simple

**A** Make Present Simple questions and answers from the words in brackets. Sometimes no change is required.

- 0 (the President of the USA/live/in New York? — No, he/do/. /He/live/in Washington.)  
*Does the President of the USA live in New York? ~ No, he doesn't. He lives in Washington.*
- 1 (modern trains/use/coal? ~ No, they/do/. /They/use/electricity.)  
\_\_\_\_\_
- 2 (the Queen/often/wear/a crown? ~ No, she/do/. /She/usually/wear/a hat.)  
\_\_\_\_\_
- 3 (wine/come/from oranges? ~ No, it/do/. /It/come/from grapes.)  
\_\_\_\_\_
- 4 (Sri Lanka/export/coffee? ~ No, it/do/. /It/export/tea.)  
\_\_\_\_\_
- 5 (potatoes/grow/on bushes? ~ No, they/do/. /They/grow/in the ground.)  
\_\_\_\_\_

**B** Use the words in brackets to make sentences that are true; sometimes you will need **doesn't** or **don't**.

- 0 (The sun/rise/in the East) *The sun rises in the East.*
- 0 (The sun/rise/in the West) *The sun doesn't rise in the West.*
- 1 (Ice/float/on water) \_\_\_\_\_
- 2 (Lions/live/in the Arctic) \_\_\_\_\_
- 3 (Winter/come/after spring) \_\_\_\_\_
- 4 (Austrians/speak/German) \_\_\_\_\_
- 5 (Cotton/come/from sheep) \_\_\_\_\_

**C** Use the words in brackets ( ) to complete these dialogues. Use the Present Continuous.

- 0 A: Why don't you like Adam?  
B: (Because he/always/tell/stupid stories)  
*Because he's always telling stupid stories.*
- 1 A: Why are you annoyed with Mary?  
B: (Because she/always/ask/me for money)  
\_\_\_\_\_
- 2 A: Why don't you like Pam and Paul?  
B: (Because they/always/argue)  
\_\_\_\_\_
- 3 A: Why are you annoyed with Susan?  
B: (Because she/always/borrow/my CDs)  
\_\_\_\_\_
- 4 A: Why don't you like Tom?  
B: (Because he/always/phone/me late at night)  
\_\_\_\_\_

**D** Use the words in brackets ( ) to make a question and an answer. Use the Past Simple.

- 0 (When/Kennedy/die?) ~ (He/in 1963)  
*When did Kennedy die? ~ He died in 1963.*
- 1 (What/Marie Curie/discover/in 1898?) ~ (She/radium)  
\_\_\_\_\_
- 2 (Where/Michelangelo/live?) ~ (He/in Florence)  
\_\_\_\_\_
- 3 (When/Margaret Thatcher/become/Prime Minister?) ~ (She/Prime Minister in 1979)  
\_\_\_\_\_
- 4 (What/Alexander Bell/invent?) ~ (He/the telephone)  
\_\_\_\_\_
- 5 (How many books/Agatha Christie/write?) ~ (She/over a hundred books)  
\_\_\_\_\_
- 6 (When/Greta Garbo/move/to the United States.) ~ (She/there in 1925)  
\_\_\_\_\_

**E** Put the right form of the best verb from the box in each sentence. Use each verb once. Then write the sentences in the correct order so they tell a story.

be believe decide eat enjoy get talk go last leave make see take tell

After I <sup>0</sup> left school, I <sup>0</sup> took a job on the railways.  
We <sup>1</sup> \_\_\_\_\_ by train, of course.  
In particular, we <sup>2</sup> \_\_\_\_\_ some mushrooms that <sup>3</sup> \_\_\_\_\_ as big as plates.  
We <sup>4</sup> \_\_\_\_\_ everyone about the size of the mushrooms when we <sup>5</sup> \_\_\_\_\_ back home.  
But nobody <sup>6</sup> \_\_\_\_\_ us.  
Of course, we <sup>7</sup> \_\_\_\_\_ all the famous buildings in Rome. They were fascinating.  
We <sup>8</sup> \_\_\_\_\_ to go together to Rome.  
I <sup>9</sup> \_\_\_\_\_ friends with a man called Harry.  
But most of all, we <sup>10</sup> \_\_\_\_\_ the delicious Italian food.  
Sometimes, we <sup>11</sup> \_\_\_\_\_ about our ideas for a holiday.  
The journey <sup>12</sup> \_\_\_\_\_ over 24 hours.

**F** Correct the following sentences.

- 0 They are walking their dog every afternoon. *They walk their dog every afternoon.*
- 1 He not wrote down the exercises. \_\_\_\_\_
- 2 They visit me often at weekends. \_\_\_\_\_
- 3 Look at that car! It burns! \_\_\_\_\_
- 4 The police are stoping the traffic. \_\_\_\_\_
- 5 What are you menning? \_\_\_\_\_
- 6 He always tells the truth? \_\_\_\_\_
- 7 She is really liking this film. \_\_\_\_\_
- 8 He don't come every day. \_\_\_\_\_

Compara estas dos frases:

*I bought a new car last week.* (Me compré un coche la semana pasada.)

*I've bought a new car.* (Me he comprado un coche nuevo.)

Ambas se refieren a una acción pasada, pero utilizamos tiempos verbales distintos. Fíjate en las diferencias:

### Forma

PAST SIMPLE	PRESENT PERFECT
I/you/he/she/it/we/they { <b>talked.</b> <b>didn't talk.</b>	POSITIVE I/you/we/they <b>have/ve</b> } <b>finished.</b> he/she/it <b>has/s</b>
Did I/you/he/she/it/we/they talk?	NEGATIVE I/you/we/they <b>haven't</b> } <b>finished.</b> he/she/it <b>hasn't</b>
	QUESTIONS <b>Have</b> I/you/we/they } <b>finished?</b> <b>Has</b> he/she/it

### Uso

PAST SIMPLE	PRESENT PERFECT
Se utiliza para sucesos del pasado, si especificamos cuándo ocurrieron: <i>On Wednesday I went to my Japanese class.</i> (El miércoles fui a mi clase de japonés.)	Se utiliza para acciones que ocurrieron en un momento indeterminado del pasado: <i>I have studied Japanese.</i> (He estudiado japonés.)
También para hechos que empezaron y terminaron en el pasado, incluso si duraron mucho tiempo: <i>I lived there for 2 years.</i> (Viví ahí veinte años.)	Lo utilizamos con acciones que comenzaron en el pasado y aún no han terminado, siguen constantes hasta el momento presente: <i>I have lived here for 2 years.</i> (Vivo aquí Gibraltar desde hace 2 años.)
past → now <i>I lived there for 2 years.</i>	past → now <i>I have lived here for 2 years.</i>
Sirve para dar o pedir detalles sobre una noticia que nos han contado, o para narrar acontecimientos pasados: <i>The President informed the Press of his resignation, and then he discussed the situation.</i>	Sirve para dar noticias: <i>The President has resigned.</i>
Va acompañado de expresiones de tiempo pasado: <i>yesterday, ago, last week/month/year, for, then, etc.</i> <i>They talked for half an hour.</i> (Hablaron durante media hora.)	Va acompañado de expresiones referidas al momento presente: <i>today, this week/month/year, just</i> (acabar de hacer algo), y también de expresiones que cubren un período de tiempo: <i>for</i> (desde hace), <i>since</i> (desde, desde que), <i>ever</i> (en alguna ocasión), <i>never</i> (nunca), <i>already</i> (ya), <i>still</i> (todavía), <i>yet</i> (todavía no). <i>Have you visited the Empire State Building yet?</i> (¿No has estado en el Empire State Building todavía?)

Recuerda que cuando el Present Perfect va acompañado de *for*, *since*, *just*, no se traduce directamente al español: *She has just left.* (Acaba de marcharse.)

*They've talked for half an hour.* (Hablaron desde hace media hora.)

## Ejercicios

**B** If the first sentence is true, do we know that the second sentence is true? Write **Yes** or **Don't know**.

0 John grew a beard.	John has a beard now.	<i>Don't know.</i>
0 Bob has grown a moustache.	Bob has a moustache now.	<i>Yes.</i>
1 Ruth went to Italy.	Ruth is in Italy now.	
2 Sarah has opened the door.	The door is now open.	
3 Ian has gone abroad.	Ian is abroad now.	
4 Bill opened the windows.	The windows are open now.	

**C** Complete these dialogues using the words in brackets. Use the Present Perfect or the Past Simple.

- 0 A: Look. (I/cut/my hand) *I've cut my hand.*  
B: (How/it/happen?) *How did it happen?*
- 1 A: Is that a telegram?  
B: Yes. It says that (Jane/have/a baby boy) \_\_\_\_\_  
A: (When/she/have/the baby?) \_\_\_\_\_
- 2 A: Why are you looking so cross, Jeff?  
B: Look. (Mary/break/my camera) \_\_\_\_\_  
A: (How/she/break/it?) \_\_\_\_\_
- 3 A: What's the problem, Jason?  
B: Look. (My bicycle/disappear) \_\_\_\_\_  
A: (Where/you/leave/it?) \_\_\_\_\_
- 4 A: What's the matter with Paul?  
B: (He/lose/his bag.) \_\_\_\_\_  
A: (When/he/lose/it?) \_\_\_\_\_
- 5 A: What's that piece of paper?  
B: It's my certificate. (It/just/arrived) \_\_\_\_\_  
A: (What mark/you/get?) \_\_\_\_\_

**E** Translate the following sentences.

- 0 El paquete acaba de llegar. *The parcel has just arrived.*
- 1 Viví en Argentina siete meses. \_\_\_\_\_
- 2 Vivo en Argentina desde hace siete meses. \_\_\_\_\_
- 3 ¿No has leído el periódico todavía? \_\_\_\_\_
- 4 Leí el periódico hace un rato. \_\_\_\_\_
- 5 ¿Has visto alguna vez una jirafa? \_\_\_\_\_
- 6 No como patatas desde que estuve enferma. \_\_\_\_\_
- 7 Ann se ha roto el brazo. \_\_\_\_\_
- 8 Ann se rompió el brazo la semana pasada. \_\_\_\_\_





## Los pasados (3): Present Perfect Simple/Present Perfect Continuous

Compara estas dos frases.

*I've lived in Egypt. (Ha vivido en Egipto.)*

*I have been living here for twenty years. (Vivo aquí desde hace veinte años/Llevo veinte años viviendo aquí.)*

La oración con Present Perfect Simple (*I have lived*) nos dice simplemente que la acción ha ocurrido, mientras que el Present Perfect Continuous (*I have been living*) nos indica que ha ocurrido de manera repetida o continua. Fíjate en las diferencias de forma y uso de ambos tiempos:

### Forma

#### PRESENT PERFECT SIMPLE

##### POSITIVE

I/you/we/they have/ve } finished.  
he/she/it has/s }

##### NEGATIVE

I/you/we/they haven't } finished.  
he/she/it hasn't }

##### QUESTIONS

Have I/you/we/they } finished?  
Has he/she/it }

#### PRESENT PERFECT CONTINUOUS

##### POSITIVE

I/you/we/they have/ve } been cooking.  
he/she/it has/s }

##### NEGATIVE

I/you/we/they haven't } been cooking.  
he/she/it hasn't }

##### QUESTIONS

Have I/you/we/they } been cooking?  
Has he/she/it }

### Uso

#### PRESENT PERFECT SIMPLE

Se utiliza para acciones que ocurrieron en un momento indeterminado del pasado y cuyo resultado podemos ver.

*We've painted the kitchen.*

(*Hemos pintado la cocina.*) Es decir, que la cocina está recién pintada.

Se utiliza para acciones puntuales, que no se prolongan en el tiempo:

*He's had an accident. (Ha tenido un accidente.)*

NO: *He's been having an accident.*

Aparece en preguntas o respuestas sobre los resultados de la acción, con **How much?**

(*¿cuánto, -a?/How many? (¿cuántos, -as?)*).

*How many pages have you written?*

*I've written a whole chapter.*

Combinado con **How long?** (*¿cuánto tiempo?*), y **for** (*desde hace*) y **since** (*hace*), se utiliza para referirse a períodos de tiempo más largos:

*How long have you worked here?*

*For over 10 years. (¿Desde cuándo trabajas aquí?)*

*Desde hace más de diez años.*

#### PRESENT PERFECT CONTINUOUS

Se utiliza para acciones que comenzaron en un momento indeterminado del pasado y que han continuado, aunque tal vez no se hayan completado:

*Look out. We've been painting the kitchen.*

(*Ten cuidado. Hemos estado pintando la cocina.*)

Fíjate que tal vez no se haya terminado de pintar.

No se puede utilizar con aquellos verbos que no admiten la forma continua: **know, notice, like, etc.** (Véase la Unidad 2: Los verbos sin forma continua.)

Aparece en preguntas o respuestas sobre la duración de la acción:

*Have you been writing long?*

*Yes, I've been writing for two hours.*

Suele ser más común que Present Perfect Simple en combinación con **How long?** (*¿cuánto tiempo?*), y **for** (*desde hace*) y **since** (*hace*), y hace referencia a períodos de tiempo más cortos:

*How long have you been working on that chapter?*

*For twenty minutes. (¿Cuánto tiempo llevas trabajando en ese capítulo? Veinte minutos.)*

0 He's late again. (How many times/he/arrive/late this month?)

*How many times has he arrived late this month?*

1 What a good week! (We/sell/much more than we expected.)

2 (How much money/you/spend/this week?)

3 (How many people/Jane/invite/to her party?)

### Now use the Present Perfect Continuous (*I have been doing*).

0 There is a long queue at the bus stop. (People/wait/for 45 minutes)

*People have been waiting for 45 minutes.*

1 It's still raining. (It/rain/for hours.)

2 That noise is awful. (They/drill/holes in the wall all morning.)

3 Are you still here? (How long/you/sit/here?)

### Put the verbs in brackets into the gaps in the right form. Use the Present Perfect Simple or Continuous.

0 Ellen: Where are you and your family going to live?

Ian: Well, we've *been talking* (talk) about that for weeks, but we haven't *decided* (decide) anything yet.

1 Tina: Excuse me. Have you (stand) in this queue for a long time?

Larry: Yes, I've (queue) for almost an hour.

2 Sam: Why are you crying?

Joc: Because my brother has (have) an accident. He's (break) both his legs.

3 Susan: Excuse me. Whose is this bag? Who has (leave) it here?

Wally: I don't know. I've (sit) here all afternoon but I haven't (notice) it until now.

### Correct these sentences.

0 I haven't been seeing him since last summer. *I haven't seen him since last summer.*

1 I've been sitting here since three hours ago.

2 They've been knowing each other since they were five.

3 You look tired. Have you been staying up all night?

4 He has been drinking all the milk!

5 She hasn't been talking since she arrived.

6 Have you been forgetting your keys again?

7 She has cooked and she has burnt her hand?

8 How long have you worn that sweater?

## Ejercicios

1 Write out the sentences in brackets ( ). Use the Present Perfect Simple (e.g. *I have done*)

## Los pasados (4): Past Simple/Past Perfect

Compara estas dos frases:

*I went to the dentist yesterday.* (Fui al dentista ayer.)

*I had done my shopping before I went to the dentist.* (Había hecho la compra antes de ir al dentista ayer.)

Ambas se refieren a una acción pasada, pero Past Simple (*I went*) se refiere a una acción terminada, y Past Perfect (*I had done*) se usa para una acción anterior a esta. Fíjate en las diferencias de forma y uso:

### Forma

#### PAST SIMPLE

*I/you/he/she/it/we/they* { *talked.*  
*didn't talk.*  
*Did I/you/he/she/it/we/they talk?*

(Véase la unidad 3: Los pasados 1.)

#### PAST PERFECT

POSITIVE  
*I/you/he/she/it/we/they* *had gone.*  
NEGATIVE  
*I/you/he/she/it/we/they* *hadn't gone.*  
QUESTIONS  
*Had I/you/he/she/it/we/they gone?*

### Uso

#### PAST SIMPLE

Se utiliza para hechos que empezaron y terminaron en el pasado:  
*I arrived at school at 10:30.*  
(Llegué al instituto a las 10:30.)

#### PAST PERFECT

Se utiliza para acciones que ocurrieron en un momento anterior a otro momento pasado:  
*The exam had started at 10:00, but they let me in.* (El examen había empezado a las 10:00, pero me dejaron pasar.) Fíjate que la acción en Past Perfect ocurrió antes que la acción en Past Simple.

Fíjate que el Past Perfect no suele aparecer aislado, porque expresa acciones que sólo tienen sentido en relación a otras acciones pasadas. A menudo se encuentra en oraciones compuestas unidas por conjunciones.

#### PAST SIMPLE

Expresa la acción más reciente.  
Se utiliza tras las conjunciones:  
• *so* (así que).  
*I had studied hard, so I passed the exam.*  
(Había estudiado mucho, así que aprobé el examen.)  
• *before* (antes de que).  
*She had worked at a hairdresser's before she got married.* (Había trabajado en una peluquería antes de casarse.)  
• *by the time* (para cuando).  
*By the time he was 25, he had made a million Euros.* (Para cuando tenía 25 años, había ganado un millón de euros.)  
• *when* (cuando).  
*The exam had already started when I arrived at school.* (El examen había ya empezado cuando llegué al colegio.)

#### PAST PERFECT

Para referirse a la acción más lejana en el tiempo.  
Se utiliza tras las conjunciones:  
• *because* (porque).  
*I passed the exam because I had studied hard.*  
(Aprobé el examen porque había estudiado mucho.)  
• *after* (después de que).  
*She got married after she had worked at a hairdresser's.* (Se casó después de haber trabajado en una peluquería.)  
• *as soon as* (en cuanto).  
*As soon as they had reached the town, they looked for a hotel.* (En cuanto llegaron en la ciudad, buscaron un hotel.)  
• *when* (una vez que).  
*When we had finished our meal, we went for a walk.* (Una vez que terminamos/hubimos terminado de cenar, salimos a dar un paseo.) Fíjate que en español es más común utilizar el pretérito perfecto simple.

Observa que en español, es frecuente utilizar la conjunción con un INFINITIVO en este tipo de oraciones compuestas: antes de comer, (*before we ate*), después de ducharnos (*after we had had a shower*), etc. Pero eso no es posible en inglés: *before to eat*, *after to have a shower*, etc.

**1** Henry invited some friends to his flat for a meal. Look at the things that he did and didn't do before his guests arrived. Complete the sentences, using the Past Perfect.

- |                                    |  |
|------------------------------------|--|
| 0 He bought the food.              | 3 He had a shower.                     |
| 1 He cleaned the flat.             | 4 He changed his clothes.              |
| 2 He didn't buy anything to drink. | 5 He didn't finish preparing the meal. |

By the time his guests arrived.

- 0 *he had bought the food.*  
1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

**2** Complete the sentences so that they mean the same as the pairs of sentences above them. Use the Past Perfect and the Past Simple.

- 0 We finished our meal. Then we went for a walk.  
When *we had finished our meal*, we went for a walk.  
1 I did the course. Then I was able to speak the language well.  
After I \_\_\_\_\_  
2 He did all his work. Then he went home.  
When \_\_\_\_\_  
3 Everyone left. Then I went to bed.  
When \_\_\_\_\_  
4 She had a glass of water. Then she felt better.  
After \_\_\_\_\_  
5 He did the washing up. Then he listened to some music.  
When \_\_\_\_\_

**3** Translate the following sentences.

- 0 Antes de salir de la ciudad, nos habíamos despedido de Marta.  
*Before we left the town, we had said goodbye to Martha.*  
1 Una vez que se hubieron ido, me sentí mejor.  
2 No había hecho los deberes cuando mi padre llegó.  
3 Para cuando tenía 15 años, Nadia había ganado dos competiciones de surfing.  
4 ¿Habías jugado al ajedrez antes?  
5 Me había comido toda la pizza antes de que fuera la hora del almuerzo.



## Los pasados (5): Past Perfect Simple/Past Perfect Continuous

Compara estas dos frases:

*I had left for the airport when the fire started.* (Había salido para el aeropuerto cuando comenzó el incendio.) (Past Perfect Simple)

*I had been watching TV for an hour when the fire started.* (Había estado viendo la televisión durante una hora cuando comenzó el incendio.) (Past Perfect Continuous)

Ambas se refieren a una acción pasada, pero en inglés se utiliza un tiempo verbal distinto: Past Perfect Simple (*I had left*) para una acción terminada que es anterior a otra pasada (*the fire started*), y Past Perfect Continuous (*I had been watching TV*) para una acción que había comenzado antes que otra pero que seguía en proceso cuando la segunda ocurrió (*the fire started*). Fíjate en las diferencias de forma y uso:

Forma

### PAST PERFECT SIMPLE

POSITIVE

*I/you/he/she/it/we/they had gone.*

NEGATIVE

*I/you/he/she/it/we/they hadn't gone.*

QUESTIONS

*Had I/you/he/she/it/we/they gone?*

### PAST PERFECT CONTINUOUS

POSITIVE

*I/you/he/she/it/we/they had been going.*

NEGATIVE

*I/you/he/she/it/we/they had not/hadn't been going.*

QUESTIONS

*Had I/you/he/she/it/we/they been going?*

Uso

### PAST PERFECT SIMPLE

Se utiliza para referirnos a los sucesos previos a una acción del pasado:

*Ronaldo scored the winning goal, but he had missed a penalty in the first half.*  
(Ronaldo marcó el gol de la victoria, pero había fallado un penalti en el primer tiempo.)

Combinado con *How long* y *for* y *since*, se utiliza referirse a periodos de tiempo más largos:

*How long had you worked there?*  
(¿Desde cuándo había trabajado ahí?)

Sustituye al Past Simple y al Present Perfect Simple en oraciones de estilo indirecto:

*I suffered/have suffered from asthma.*  
(Sufrí/he sufrido asma.)

*I told the doctor that I had suffered from asthma.*  
(Le dije al médico que había sufrido asma.)

### PAST PERFECT CONTINUOUS

Se utiliza para acciones que se habían estado desarrollando con anterioridad a una acción del pasado:

*Before he scored the winning goal, he had been trying to get rid of his marker all evening.*  
(Antes de marcar el gol de la victoria, había estado intentando librarse de su marcador.)

Suele ser más común que Past Perfect Simple en combinación con *How long* y *for* y *since*, y hace referencia a periodos más cortos:

*How long had you been going out when you broke up?* (¿Cuánto tiempo llevábais saliendo cuando rompisteis?)

Sustituye al Past Continuous y al Present Perfect Continuous en oraciones de estilo indirecto:

*I was suffering/have been suffering from asthma.* (Sufría/he estado sufriendo asma.)

*I told the doctor that I had been suffering from asthma.* (Le dije al médico que había estado sufriendo asma.)

Write sentences about what these people had already done or had never done before. Use the Past Perfect Simple, and *already* or *never*

0 Last summer Mary won a gold medal for the third time.

*She had already won two gold medals*

before that

0 Last year Ken visited Scotland for the first time

*He had never visited Scotland* before that

1 Last weekend Tom rode a horse for the first time.

*He* before that

2 Last summer Jeff ran in a marathon for the sixth time

*He* before that,

3 Last week Susan wrote a poem for the first time.

*She* before that.

4 Last week Ann appeared on TV for the first time.

*She* before that

5 Last summer Tony played tennis at Wimbledon for the fifth time

*He* before that.

Combine the sentences without changing their meaning. The letters indicate the sequence of events (action A happens before action B). Use the Past Perfect Simple or Past Perfect Continuous:

0 A The driver was looking out of the window. B Lady James appeared.

When Lady James appeared, *the driver had been looking out of the window.*

0 A We put the fire out. B The firemen arrived

By the time the firemen arrived, *we had put the fire out.*

1 A Jim finished the work. B The manager came back.

When the manager came back,

2 A I was reading a book. B Philip telephoned.

When Philip telephoned,

3 A Alice and Jack had lunch. B Their children came home.

When their children came home,

4 A Ian was preparing the supper. B His wife got home from work.

When his wife got home from work,

5 A The thieves were spending the money. B The police caught them.

When the police caught them

Use the Past Perfect Simple or Past Perfect Continuous to complete the sentences.

0 Last summer Pam said, 'I've always wanted to fly in a helicopter.'

Pam said that she *had always wanted to fly in a helicopter*

1 Fred said, 'Jack has just gone out.'

Fred told us that Jack

2 Robert said to Jill, 'Have you been to Cambridge?'

Robert asked Jill if she

3 When the boys came home, Mrs Brock was making sandwiches.

Mrs Brock told the boys that she

4 'I know your cousin,' said Tom. 'I met her in Amsterdam.'

Tom said he knew my cousin because he

5 Andy said to Sylvia, 'I've been practising karate from the age of 5.'

Andy said to Sylvia that he

# 9 Los verbos (2): Los pasados y costumbres

## A Make complete questions and answers from the words in brackets.

- 0 (have/you/see/Kate this week? ~ No, I/have/not/see/her since last month)  
 Have you seen Kate this week? ~ No, haven't seen her since last month.
- 1 (have/Sue/win/any tennis competitions this year? ~ Yes, she/have/win/three this year)
- 2 (have/you/shave/today? ~ No, I/have/not/shave/since yesterday)
- 3 (have/you/sell/many TVs this month? ~ Yes, we/have/sell/23 this month)
- 4 (have/you/play/tennis this week? ~ No, I/have/not/play/for a month)

## B An inventor wants to advertise a new product. This week, he must send out a letter and organize a newspaper advertisement. He has made a list of jobs, and he has ticked (✓) the things he has already done.

- 0 prepare the circular letter ✓      2 put the copies in the envelopes  
 0 buy the stamps      3 write the text of the advertisement ✓  
 1 make copies of the letter ✓      4 send the advertisement to the paper

## Write positive sentences with already, and negative sentences with yet.

0 He has already prepared the circular letter.

0 He hasn't bought the stamps yet.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

## C This is Angela's diary from the last three days. Complete it using the correct tense of the verbs in brackets. Use the Past Simple, Past Continuous or the Present Perfect.

Monday, May 22nd

Dear diary,

Today I 0 have seen (see) B. again! I 1 \_\_\_\_\_

(return) home from the gym. It 2 \_\_\_\_\_ (get)

dark, so I 3 \_\_\_\_\_ (cycle) really fast. And then

I 4 \_\_\_\_\_ (see) him! He 5 \_\_\_\_\_ (walk)

his dog. He is so very cute!

Tuesday, May 23rd

Today 6 \_\_\_\_\_ (not be) a good day.

I 7 \_\_\_\_\_ (not do) my homework well yesterday

(I was so confused!), so this morning the teacher

8 \_\_\_\_\_ (not say) please with me.

I 9 \_\_\_\_\_ (not see) B. either. I hope to see him tomorrow.

Wednesday, May 24th

Another bad day. I 10 \_\_\_\_\_ (be) late this

morning and I 11 \_\_\_\_\_ (forget) to make my bed

before school. When 12 \_\_\_\_\_ (come) in, Mum

13 \_\_\_\_\_ (complain) to dad about me. She

14 \_\_\_\_\_ (say) that 15 \_\_\_\_\_ (not be) happy

with the housework. She was really angry, and I know

she's right.

## D Use the words in brackets, and put them in the gaps in the Past Simple or the Present Perfect.

Policeman: Mr. Leach, how many times 0 have you been (you/be) in prison?

Jim Leach: Twice.

Policeman: When 1 \_\_\_\_\_ (you/finish) your last prison sentence?

Jim Leach: I 2 \_\_\_\_\_ (come) out of prison about 6 months ago.

Policeman: How long 3 \_\_\_\_\_ (you/live) in this town?

Jim Leach: About 7 years. I 4 \_\_\_\_\_ (move) here when I got married.

Policeman: So you 5 \_\_\_\_\_ (be) married for seven years.

Jim Leach: No, my wife 6 \_\_\_\_\_ (leave) me two years ago.

Policeman: 7 \_\_\_\_\_ (you/see) her since she left you?

Jim Leach: No, she 8 \_\_\_\_\_ (phone) me a few days ago. 9 \_\_\_\_\_ (meet)

her once about a year ago, but I 10 \_\_\_\_\_ (not/see) her since then.

## E Underline the correct form of the verb.

0 I had played/had been playing tennis all morning when the tennis coach arrived.

1 He has never travelled/has never been travelling by plane.

2 They used to talk/are used to talking on the phone everyday before they broke up.

3 We have known/have been knowing each other for many years.

4 Had the letter arrived/Did the letter arrive while you were at home?

5 We were listening/listened to the music when the cat ran in.

6 They were driving/had been driving all day, so they went straight to bed.

7 I can't stand it any more! They have been arguing/have argued since lunch time.

## F Complete the sentences with since/for/ago.

0 We stayed in Athens for two weeks.

1 Have you seen Jane for breakfast?

2 She has not exhibited her work since she got married.

3 They had been playing for hours when we complained.

4 We met at the museum three days ago.

5 He's been interested in History since he was a boy.

6 Did you really climb the Everest ten years ago?

7 I'm sorry I haven't been answering the phone for a couple of weeks, but I've been ill.

## G Correct the following sentences.

0 I don't play chess since January. I haven't played chess since January

1 He was saying hello when we met last week. He said hello when we met last week.

2 I used to live here, but I was moving away in 2000. I moved away in 2000.

3 He promised to write, but he hasn't wrote. He hasn't written.

4 Didn't you used to go to karate lessons? Did you use to go to karate lessons?

5 She have had a wonderful time on holiday. She had a wonderful time on holiday.

6 He's not used to drive a large car. He's not used to driving a large car.

7 Who have they listening to? Who are they listening to?



## Los futuros: will, be going to, Present Continuous

Compara estas tres frases:

*I am flying to Rio de Janeiro tomorrow.*

*Sorry, I can't meet you on Wednesday. I'll be in Rio de Janeiro next week.*

*Where are you going to go on your holidays? I am going to visit Rio de Janeiro.*

En inglés, podemos utilizar diferentes formas verbales para referirnos al futuro.

### Formas de presente

#### PRESENT SIMPLE

Para referirnos a horarios, calendarios y programas:

The new school year starts on September 13th.  
(El nuevo curso comienza el 13 de Septiembre.)

#### PRESENT CONTINUOUS

Para referirnos a citas y compromisos ya fijados formalmente:

The Pope is visiting Lourdes next month.  
(El Papa va a visitar Lourdes el mes que viene.)

### Formas de futuro

#### will/shall + INFINITIVO

Sirve para decisiones repentinas, hechas en el momento de hablar:

Isn't that Ann? I'll go and talk to her.

✓ No es esa Ann? (Voy a hablar con ella.)

NO: I'm going to talk to her.

Con él hacemos predicciones sobre el futuro:

In the year 2300 everybody will have a computer at home. (En el año 2300 todo el mundo tendrá un ordenador en casa.)

Aparece en oraciones temporales y condicionales, en combinación con PRESENT SIMPLE:

I'll do the homework if I have time.

(Haré los deberes si tengo tiempo.)

#### will be + GERUNDIO (-ing)

Para referirnos a acciones que estarán en curso en el futuro:

This time next year I will be studying at university.

(El año que viene por estas fechas estaré estudiando en la universidad.)

#### OTROS USOS DE shall/will

Para hacer promesas: I'll + INFINITIVO:

I'll come tomorrow, don't worry.

(Vendré mañana, no te preocupes.)

Para hacer propuestas o sugerencias: Shall we + INFINITIVO:

Shall we go to the cinema?

(¿Vamos al cine?)

Para ofrecer nuestra ayuda: I/We'll + INFINITIVO:

You look tired. We'll do the dishes.

(Pareces cansado. Nosotros fregamos los platos.)

Shall I/we + INFINITIVO:

Shall I carry that suitcase?

(¿Te llevo esa maleta?)

#### be going to + INFINITIVO

Sirve para hablar de decisiones meditadas con anterioridad, de nuestros planes, proyectos e intenciones para el futuro:

I am going to buy a new car.

(Voy a comprarme un coche nuevo.)

Con él hacemos predicciones sobre

acontecimientos futuros cuando tenemos evidencia de que eso va a ocurrir:

The workers came this morning. They are going to restore that building. (Los obreros vinieron esta mañana. Van a restaurar ese edificio.)

Aparece en oraciones temporales y condicionales, en combinación con PRESENT SIMPLE:

I'm going to do the homework when I have time.

(Voy a hacer los deberes cuando tengo tiempo.)

#### will have + PARTICIPIO

Se utiliza para hablar de acciones que estarán terminadas en el futuro.

She will have had her baby in two months' time.

(Dentro de dos meses ya habrá tenido su bebé.)

Look at Jim's diary, and make sentences about what he will do next week. Use the Present Continuous for a fixed arrangement, and be going to if it is a general plan.

0 On Monday Jim is taking the car to the mechanic at 8 a.m.

1 On Tuesday he \_\_\_\_\_

2 At 9 a.m. on Wednesday, he \_\_\_\_\_

3 On Thursday he \_\_\_\_\_

4 Jim \_\_\_\_\_ at 6 p.m. on Friday.

5 On Saturday he \_\_\_\_\_

Monday	8 a.m. Take car to the mechanic
Tuesday	revise for science test
Wednesday	8 a.m. do science test
Thursday	go shopping
Friday	6 p.m. play basketball
Saturday	help dad in the garden

Read the following situations. Make sentences with will + infinitive if the speaker has made a spontaneous decision, and be going to if it is premeditated.

go to a rock concert borrow Tom's bike call the doctor open it for you  
shop for Christmas presents

0 John Mum, I can't go to school. I feel really ill.

Mum: Don't worry, John. Go back to bed. I'll call the doctor.

1 Tim Do you think the bike will be fixed for tonight? I'm going out with Alice.

Tim's brother: I don't think so. Sorry.

Tim: It's all right. I \_\_\_\_\_

2 Nuria: Do you have any plans for the weekend?

Jordi: Oh yes, I \_\_\_\_\_ . I bought the ticket last week.

3 Archie: Oh dear! I've been trying to open this can of juice but it just won't open.

Irene: I \_\_\_\_\_

4 Dana: I have asked the boss for some free time. I \_\_\_\_\_

Tina: Great! Then can you post this letter for me on your way out?

Make sentences with the words in brackets. Use will + infinitive/Present Simple.

0 (we/wash up/when/our favourite show/ends) We'll wash up when our favourite show ends.

1 (I/not speak/to him/until/he/apologise) \_\_\_\_\_

2 (When/my parents/ask/I/tell/them/the truth) \_\_\_\_\_

3 (As soon as/the lights/be/off/we/bring in/the cake) \_\_\_\_\_

4 (He/lock/the doors/before/he/leave) \_\_\_\_\_

5 (The film/start/after/everyone/be/quiet) \_\_\_\_\_

Correct the following sentences.

0 He going to buy the tickets for the concert. He's going to buy the tickets for the concert.

1 The phone's ringing! I'm going to answer it.

2 By the end of June, I will finish my exams.

3 He'll play tennis at 6.00.

4 I saw a lovely scarf. I'm buying it for Liz.

5 When I finish school, I am opening my own shop.

6 I see you when you'll finish your exam.

7 This time next week we be flying to America.

# Las costumbres: Present Simple, Past Simple, used to, be used to + -ing

En inglés podemos utilizar diferentes formas verbales para referirnos a nuestros hábitos y costumbres. Fíjate en las diferencias de forma y uso de las distintas fórmulas:

Para hablar de los hábitos y costumbres que tenemos en el presente:

## PRESENT SIMPLE

Se refiere a acciones habituales presentes.  
Va acompañado de adverbios de frecuencia:  
usually eat a sandwich for lunch every day.  
(Suelo comer un sándwich para almorzar todos los días.)

## be used to + GERUNDIO

(Estoy acostumbrada, -a a hacer)

Se forma con el auxiliar **be** en presente (am/is/are) + **used to + gerundio (-ing)**:  
They **are used to studying** hard.  
(Están acostumbrados a estudiar mucho.)  
Are you **used to studying** hard?  
(¿Estás acostumbrado a estudiar mucho?)  
She **isn't used to driving** on the left.  
(No está acostumbrada a estudiar mucho.)

Para referirnos a los hábitos que teníamos en el pasado:

## used to + INFINITIVO (Solía hacer)

Se forma con **used to + infinitivo** en la afirmativa, y con el auxiliar **did** en la interrogativa y negativa:  
Didn't you **use to drink** black coffee?  
(¿No solías beber café solo?)  
NO: Didn't you **use to drink** black coffee?  
I **didn't use to cycle** to school.  
(Yo no solía ir en bicicleta al colegio.)  
NO: I **didn't use to cycle** to school.

## be used to + GERUNDIO

(Estaba acostumbrado, -a a hacer)

Se forma con el auxiliar **be** en pasado (was/were) + **used to + gerundio (-ing)**:  
They **were used to playing** basketball in the evening.  
(Estaban acostumbrados a jugar al baloncesto por la tarde.)  
Were you **used to working** nights?  
(¿Estabas acostumbrado a trabajar por la noche?)  
He **wasn't used to wearing** ties.  
(No estaba acostumbrado a llevar corbata.)

Sólo se refiere a hábitos en el pasado que contrastan con la situación actual:  
When he was young, he **used to spend** hours listening to music, but now he's too busy.  
(Cuando era joven solía pasar horas escuchando música, pero ahora está demasiado ocupado.)

**Be used to** puede ir seguido de un nombre:  
He's **used to** those old shoes.  
(Está acostumbrado a esos zapatos viejos.)  
He's **used to** wearing those old shoes.  
(Está acostumbrado a llevar esos zapatos viejos.)

Fíjate que **would + infinitivo** también se usa para referirse a hábitos del pasado:

When he was young, he **would spend** hours listening to music.  
(Cuando era joven, solía pasar horas escuchando música.)

Fíjate que **used to** no admite otros tiempos verbales: NO: He ~~has used to~~ cycle to school.  
En especial, no podemos utilizar **used to** para el presente, como hacemos en español.  
La frase 'Ana suele cantar en un grupo' NO puede ser *Ann uses to sing in a band*, porque en inglés el hábito presente se expresa en Present Simple: *Ann usually sings in a band*.

Look at this table of people who have changed what they eat or drink.

name	in the past	now	name	in the past	now
Ann	meat	fish	Pam	tap water	bottled water
Tom	coffee	tea	Mary	tinned fruit	fresh fruit
Robert	white bread	brown bread			

Now make sentences, as in the examples.

- Ann used to eat meat, but now she eats fish.
- Tom drinks tea now, but he used to drink coffee.
- Robert ate white bread, but now he eats brown bread.
- Pam drinks tap water, but now she drinks bottled water.
- Mary ate fresh fruit now, but she used to eat tinned fruit.

Now complete these questions.

- Did Ann use to eat meat? ~ Yes she did, but now she eats fish.
- Did Tom use to drink coffee? ~ Yes he did, but now he drinks tea.
- Did Robert use to eat white bread? ~ Yes he did, but now he eats brown bread.
- Did Pam use to drink tap water? ~ Yes she did, but now she drinks bottled water.
- Did Mary use to eat tinned fruit? ~ Yes she did, but now she eats fresh fruit.
- Did Ann use to eat meat? ~ Yes she did, but now she eats fish.

Compare the present and past situations of the people below. Complete the sentences using **used to + infinitive**, **be used to + gerund**.

NOMBRE	HÁBITOS INFANTES	COSTUMBRES PRESENTES
Eric	Got up late	Gets up early
Leda	Ate cornflakes for breakfast	Eats cornflakes for breakfast every day
Clarissa	Cycled to school	Does a lot of exercise
Ken	Didn't do his Maths homework	Does not work with a computer
Alfred	Wore a school uniform	Wears very casual clothes
Miriam	Lived in a small flat	Lives in tiny apartments

- Why is Eric not used to getting up early? Because he used to get up late when he was a child.
- Did Leda use to eat cornflakes for breakfast when she was a child? Yes, she did. That's why now she uses to eat cornflakes for breakfast.
- Is Clarissa used to doing a lot of exercise? Oh yes, that's because she used to do a lot of exercise when she was a child.
- Did Ken use to do his Maths homework when he was a child? Oh no, never. That's the reason why he doesn't use to do his Maths homework.
- Why does Alfred only wear very casual clothes? Well, I think it is because he used to wear a school uniform when he was a child.
- Did Miriam live in a small flat when she was a child? Yes. That explains how she is used to living in tiny apartments.

Translate the following sentences.

- Solía ir a la piscina todos los días. I used to go to the swimming pool every day.
- ¿Estás acostumbrada a comer fruta todos los días?
- No suelo ir andando al trabajo.
- ¿Te solían leer tus padres cuando eras pequeño?
- La gente solía conocer a sus vecinos bien, pero ya no.
- No estoy acostumbrada a caminar tanto.
- ¿Solías tomar una ducha fría por las mañanas?



## Los verbos frasales

Los verbos frasales son verbos compuestos por el verbo más una o dos preposiciones. Estos verbos son difíciles de aprender porque su significado cambia según la preposición que le acompañe. Por ejemplo, el verbo *look* (mirar) se convierte en *look for* (buscar). Por tanto, es necesario aprender cada significado en su contexto y con ayuda de un buen diccionario.

Los verbos frasales se clasifican en tres grupos distintos según su comportamiento gramatical:

### VERBOS FRASALES INTRANSITIVOS

Estos verbos son intransitivos, es decir, no van acompañados de objeto directo.

Otros verbos frasales de este tipo son:

*go off* (irse), *go out* (salir),  
*go on* (seguir, continuar),  
*hold on* (esperar), *get away* (escapar),  
*get back* (regresar), *come round* (venir de visita)

### VERBOS FRASALES TRANSITIVOS INSEPARABLES

Estos verbos son siempre transitivos, es decir, van seguidos de un objeto directo, y el orden de los tres elementos nunca cambia, tanto si el objeto directo es explícito como si es sustituido por un pronombre.

Otros verbos frasales de este tipo son:

*agree with* (estar de acuerdo con algo/alguien),  
*ask for* (pedir algo), *call for* (recoger a alguien),  
*look after* (cuidar a alguien), *look at* (mirar algo),  
*get at* (alcanzar algo), *join in* (participar en algo)

### VERBOS FRASALES TRANSITIVOS SEPARABLES

Estos verbos son siempre transitivos, es decir, van acompañados de un objeto directo, pero el orden de los tres elementos puede cambiar. Si el objeto directo es explícito, aparece delante o detrás de la preposición. Si es sustituido por un pronombre, éste ocupa una posición central, entre verbo y preposición.

Otros verbos frasales de este tipo son:

*fill in* (rellenar, completar algo),  
*hand in* (entregar algo),  
*let out* (dejar salir a alguien),  
*rub out* (borrar algo),  
*look up* (buscar algo en un diccionario),  
*take off* (quitarse la ropa),  
*turn down* (bajar el volumen de algo),  
*turn off* (apagar algo),  
*bring back* (devolver algo)

### VERBO + PREPOSICIÓN

I usually *get up* at 7 o'clock.

(Normalmente me levanto a las 7.)

She *went off* because she had a meeting.

Are you *going out* tonight?

He never stops talking. He *goes on* and on.

Can you *hold on*? The line is busy.

I need a holiday. I need to *get away*.

They didn't *come round* on Sunday.

### VERBO + PREPOS. + OBJETO DIRECTO

The police *are looking for* the criminal.

(La policía está buscando al criminal.)

The police *are looking for* him.

(La policía le está buscando.)

NO: The police *are looking* him for.

Do you *agree with* their proposal?

They *have asked for* his help.

I'll *call for* you at 6.30.

Are you going to *look after* their children?

Don't *look at* them!

Can you *get at* that photo on the shelf?

I'd like to *join in* the fun.

### VERBO + PREPOS. + OBJ. DIR.

### VERBO + OBJ. DIR. + PREPOS.

### VERBO + PRONOMBRE + PREPOS.

She *put on* a hat. (Se puso un sombrero.)

She *put a hat on*. (Se puso un sombrero.)

She *put it on*. (Se lo puso.)

You've got to *fill in* the form, Peter.

I forgot to *hand in* my test!

When are they *letting him out* of prison?

Be careful! Don't *rub the words out*.

I have to *look up* twenty phrasal verbs.

Come in and *take your coat off*.

Could you please *turn down* that music?

Did you *turn off* the oven?

I'll *bring your books back* later.

## Ejercicios

Use the phrasal verbs in the box in the correct form to complete the conversation between Frank and his daughter Anna.

go out come round join in turn down get back call for look after put on get off

Frank: Anna, <sup>0</sup> *turn down* the music a bit. I want to tell you something.

Anna: What is it?

Frank: Tom has just phoned to say that he is <sup>1</sup> \_\_\_\_\_ here with his children, Jane and Michael. He wants us to <sup>2</sup> \_\_\_\_\_ them while he goes to the shops in the centre of town.

Anna: We don't have to stay at home, do we? I'm going to the sports club with Sally. She's <sup>3</sup> \_\_\_\_\_ me at 11 o'clock.

Frank: No, you can <sup>4</sup> \_\_\_\_\_ if you like. But it's cold, are you going to go on your bike?

Anna: Yes, but I'll <sup>5</sup> \_\_\_\_\_ some warm clothes.

Frank: Okay, Jane and Michael can go there on the bus. I'll tell them where to <sup>6</sup> \_\_\_\_\_. And when you're at the club, can you let Jane and Michael <sup>7</sup> \_\_\_\_\_ your games.

Anna: Don't worry. We always have a good time together.

Frank: Good, but remember to <sup>8</sup> \_\_\_\_\_ by 1 o'clock, because that's when we're having lunch.

Complete these short dialogues with a sentence that has a phrasal verb, in the correct tense, and the word in brackets ( ).

0 Anna: Have you taken your shoes off?

Carol: (them) Yes, I've *taken them off*.

0 Jane: We must ask for some more paper.

Denis: (some) I'll *ask for some* tomorrow.

1 Tom: Have you looked for your keys?

Ann: (them) Yes, I've \_\_\_\_\_ everywhere.

2 Jeff: Can you turn the bedroom lights off, please?

Harry: (them) Yes, I'll \_\_\_\_\_ in a minute.

3 Olive: Have the students handed in their homework?

Pam: (it) Yes, they've all \_\_\_\_\_.

4 Karen: When did you let the cat out into the garden?

Sally: (it) I \_\_\_\_\_ into the garden, before I went to bed.

Translate these sentences.

0 Quitate la chaqueta, por favor. *Please take your jacket off. / Take your jacket off please.*

1 ¿Puedes venir de visita a las 12? \_\_\_\_\_

2 Si no sabes la palabra, búscalas! \_\_\_\_\_

3 Baja la tele pero no apagues la luz. \_\_\_\_\_

4 ¿Rellenaste el cuestionario? \_\_\_\_\_

5 No alcanzo ese CD. \_\_\_\_\_

6 No te olvides de entregar el cuaderno. \_\_\_\_\_

## Verbos con infinitivo y verbos con gerundio

A menudo utilizamos las formas no personales de los verbos (infinitivo con **to** y gerundio) para realizar diferentes funciones dentro de la oración.

Fíjate en estos ejemplos: *I can't afford to buy a bike.*

*I'm tired of listening to your complaints.*

*She didn't know where to find me.*

**INFINITIVO** con **to** se utiliza para:

Complementar a un adjetivo:

This exercise is **very easy to understand**.

(Este ejercicio es muy fácil de entender.)

Complementar a un nombre:

I want **them to come**. (Quiero que vengan.)

Complementar al verbo de una oración:

**afford** (tener dinero para)

I can't **afford to buy** a bike

(No tengo dinero para comprar una bici.)

Muchos verbos en inglés van seguidos de otro verbo en infinitivo con **to**

**dare** (atreverse a), **decide** (decidir), **deserve**

(merecer), **hope** (esperar/tener la esperanza de),

**learn** (aprender), **mean** (tener la intención de),

**pretend** (fingir), **promise** (prometer), **refuse**

(rehusar, negarse a), **seem** (parecer), **want** (querer)

He didn't **dare to tell** me what's wrong.

(No se atrevió a decirme qué va mal.)

El **GERUNDIO** (-ing) se utiliza:

Para acompañar a una preposición:

They left **without waiting** for me

(Se fueron sin esperarme.)

Como sujeto de una oración:

**Eating** in class is forbidden.

(Comer en clase está prohibido.)

Como complemento de otro verbo:

**avoid** (evitar)

I **avoided meeting** him for weeks.

(Evité verte durante semanas.)

Muchos verbos en inglés van seguidos de otro verbo en gerundio (-ing):

**dislike** (desagradar), **enjoy** (encantar),

**finish** (acabar), **give up** (dejar de hacer algo),

**imagine** (imaginar), **keep** (seguir haciendo algo),

**practise** (practicar), **stop** (dejar de hacer algo)

Have they **finished painting** the garage?

(¿Han acabado de pintar el garaje?)

Fíjate que con **would hate**, **would like**, **would love**, **would prefer**, siempre utilizamos también infinitivo con **to**: *I'd love to visit Australia.* (Me encantaría visitar Australia.)

Otros verbos pueden complementarse indistintamente con infinitivo con **to** o gerundio (-ing) sin cambiar de significado.

**begin** (comenzar), **continue** (continuar), **hate**

(odiar, aborrecer), **intend** (tener la intención de),

**like** (gustar), **love** (encantar), **prefer** (preferir),

**start** (empezar)

He **began to speak**/speaking.

(Comenzó a hablar.)

He **always loves to do**/doing the gardening.

(A él siempre le ha encantado cuidar el jardín.)

Finalmente, algunos verbos admiten ambas estructuras, pero se da un cambio de significado:

**try + to + infinitivo** (intentar hacer algo)

**try + -ing** (probar a hacer algo)

I **tried to lift** that heavy stone.

(Intenté levantar esa pesada piedra.)

Why don't you **try eating** more fruit?

(¿Por qué no pruebas a comer más fruta?)

**remember + to + infinitivo**

(acordarse de hacer algo)

**remember + -ing** (recordar haber hecho algo)

**Remember to go** to the bank. (Acuérdate de

ir al banco.) Es decir, no te olvides de

She **remembers going** to the bank.

(Se acuerda de haber ido al banco.)

**forget + to + infinitivo** (olvidarse de hacer algo)

**forget + -ing** (olvidar haber hecho algo)

He **forgot to phone** the doctor.

(Se olvidó de llamar al médico.)

I **can't forget living** in Paris.

(No puedo olvidar haber vivido en París.)

**A** Put in the correct form of the verb in brackets.

0 Paul dared **to argue** (argue) with the police

0 I can't imagine **living** (live) in the country.

1 This letter is so difficult **\_\_\_\_\_** (write)

2 I stopped **\_\_\_\_\_** (play) tennis when I got married.

3 The man got into the house simply by **\_\_\_\_\_** (climb) a ladder.

4 Did you promise **\_\_\_\_\_** (take) the children to the zoo?

5 **\_\_\_\_\_** (cry) won't solve our problems.

6 I'd love **\_\_\_\_\_** (visit) China.

7 You shouldn't avoid **\_\_\_\_\_** (talk) about your problems.

8 Peter refused **\_\_\_\_\_** (help) us.

**B** Use an -ing form, or to + infinitive, of the word in brackets to complete each sentence.

0 You say that I've met Janet, but I can't remember her.

I can't remember **\_\_\_\_\_ meeting** (meet) Janet.

1 Please remember that you must buy some stamps.

Please remember **\_\_\_\_\_** (buy) some stamps.

2 We wanted to open the door, but we couldn't

We tried **\_\_\_\_\_** (open) the door

3 John met Madonna once. He'll never forget it.

John will never forget **\_\_\_\_\_** (meet) Madonna.

4 Sheila intended to phone Peter, but she forgot.

Sheila forgot **\_\_\_\_\_** (phone) Peter

5 Jenny had a headache. She took an aspirin, but it didn't help.

Jenny tried **\_\_\_\_\_** (take) an aspirin for her headache.

6 I have a special soap that will probably get your hands clean.

Try **\_\_\_\_\_** (wash) your hands with this special soap.

**C** Correct the following sentences.

0 He pretended being busy. **He pretended to be busy.**

1 You never remember taking out the trash.

2 I have you continued write that novel?

3 We didn't enjoy to sit in the sun at noon.

4 You have to continue study for your exams. **\_\_\_\_\_**

5 They seemed being happy, and kept smiling.

6 I'd love learning to fly.

7 He has refused discussing the problem. **\_\_\_\_\_**

8 When will you afford buying that car?



## La oración de infinitivo

En inglés, es muy frecuente que un verbo vaya seguido de un infinitivo:

*I want to travel to Amsterdam.* (Quiero viajar a Amsterdam.)

En esa frase, el sujeto del verbo *want* y el sujeto del verbo *travel* son el mismo: yo soy la persona que deseo y la persona que va a viajar. Pero en otros casos no es así. Fíjate en la siguiente frase:

*I want Jane to travel to Amsterdam with me.* (Quiero que Jane viaje a Amsterdam conmigo.)

NO: *I want that Jane travels to Amsterdam with me.*

Observa que el inglés coloca al sujeto de la segunda acción (viajar) delante del infinitivo para indicar que es otra persona la que realiza la acción. En español no se utiliza el infinitivo de esta manera, sino que recurrimos al subjuntivo ('que Jane viaje'). Esto hace imposible traducir literalmente estas frases.

La misma posición intermedia se mantiene si se emplea un pronombre en vez del nombre. Para evitar confusiones con el sujeto de la oración principal (querer), el pronombre escogido es un pronombre objeto y no sujeto:

*I want her to travel with me.* (Quiero que ella viaje conmigo.) NO: *I want she to travel with me.*

Otros muchos verbos permiten esa estructura de infinitivo:

	VERBO + PRONOMBRE + to + INFINITIVO
advise, allow, ask,	I have advised him to do more exercise.
encourage, forbid, force,	(Le he aconsejado que haga más ejercicio.)
help, invite, persuade,	They don't allow me to stay out late.
remind, force, tell,	(No me permiten que salga hasta muy tarde.)
want, would like	'll encourage her to go out more often.
	(La animaré a que salga más a menudo.)
	Nobody can force me to watch that.
	(Nadie puede obligarme a que mire eso.)
	Did you remind Mum to buy tomatoes?
	(¿Le recordaste a mamá que comprara tomates?)
	Don't tell me to do things all the time!
	(No me digas que haga cosas todo el tiempo!)

Otros verbos utilizan la misma estructura sin to:

	VERBO + PRONOMBRE + INFINITIVO
make, let	Can't you let me be myself? (¿No puedes dejarme que sea yo misma?)

Los verbos de sensaciones también admiten el infinitivo sin to:

VERBOS DE SENSACIONES	VERBO + PRONOMBRE + INFINITIVO
watch, see, hear	Watch me run, Dad! (¡Mírame correr, papá!)
	I didn't hear your sister shout 'FIRE'!
	(No oí a tu hermana gritar ¡fuego!)

### Exercice

Use the words in brackets to complete the sentences.

- (Police: 'Can everyone please stay indoors?')  
The police asked everyone to stay indoors.
- (Jane: 'remember to come home early, Tim.')  
Jane reminded Tim \_\_\_\_\_.

- (Manager: 'You must work more quickly.')  
The boss wants us \_\_\_\_\_.

- (Captain: 'Let's do our best in the game.')  
The captain encouraged us \_\_\_\_\_.

- (Jane: 'Can you come to my party next Saturday?')  
Jane asked me \_\_\_\_\_.

Write complete sentences from the words in brackets. Be careful to use the correct tense.

- (Tomorrow/I/encourage/Jane/enter/the competition)  
*Tomorrow I will encourage Jane to enter the competition.*
- (I was already tired, but I/force/myself/go on working)  
*I was already tired, but I forced myself to go on working.*
- (Ann/teach/Mary/drive/last year)  
\_\_\_\_\_
- (Don't worry! Tomorrow I/persuade/my father/see/a doctor)  
\_\_\_\_\_
- (The boss has/forbid/his staff/wear/jeans in the office)  
\_\_\_\_\_
- (Last Sunday, John/invite/Sheila/come/for lunch)  
\_\_\_\_\_

Answer the questions, changing the nouns (e.g. Michael) to pronouns (e.g. him). Be careful to use the correct tense.

- A: Did Jane tell Michael to be careful?  
B: Yes, *she told him to be careful.*
- A: Would Jane like Peter to stay?  
B: Yes, \_\_\_\_\_.
- A: Did Mrs Slater help her son to finish?  
B: Yes, \_\_\_\_\_.
- A: Did the doctor advise Michael to stay in bed?  
B: Yes, \_\_\_\_\_.
- A: Does Susan allow her children to go to late-night parties?  
B: Yes, \_\_\_\_\_.

Translate the following sentences.

- Mis padres no me dejan ver la tele a diario. *My parents don't let me watch TV every day.*
- ¿Le dijiste que viniera hoy?
- Quiero que me digas toda la verdad.
- Nadie te está obligando a que estudies.
- ¿Te han prohibido que hables conmigo?
- No puedo dejar que el gato salga por la noche. \_\_\_\_\_
- ¿Has visto a alguien entrar en el edificio?

# 15 Los verbos (3): futuro, verbos + -ing o infinitivo

**A** Elaine is preparing for her Christmas holidays. Look at the information in the box and write sentences about her plans. Use **be going to + infinitive**.

see the latest Harry Potter film ✓ study Maths ✗ go shopping ✓ get up late ✓  
return library books ✓ watch TV ✗ eat a lot of sweets ✗

- 0 She's going to go shopping.
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

**B** Look at the words in brackets and write sentences about life in the twenty-third century, using **will + infinitive**.

- 0 (There/not be/pollution) There won't be any pollution.
- 1 (People/fly/to work) \_\_\_\_\_
- 2 (The buildings/be/extremely tall) \_\_\_\_\_
- 3 (Robots/do/all the heavy work) \_\_\_\_\_
- 4 (Children/study/at home) \_\_\_\_\_
- 5 (There/be/plenty of food for everybody) \_\_\_\_\_
- 6 (There/not be/litter in the streets) \_\_\_\_\_
- 7 (People from different worlds/live together in peace) \_\_\_\_\_

**C** Underline the correct form of the verb.

- 0 I'm afraid I can't stay, I am meeting / will meet a friend at 5.
- 1 Look! That car is going to crash / will crash.
- 2 My father is going to be / is being 42 next month.
- 3 If I have some spare time, I am going to come / will come and give you a hand.
- 4 Hey! Where are you going / are you going to go so fast?
- 5 As soon as the test is over, we are going / will go to the park.
- 6 I won't buy the tickets until you are / will be completely sure.
- 7 Peter can't come tonight because he is meeting / will meet Jane for dinner.
- 8 We will finish / are finishing this job before we go home for lunch.

**D** Complete the sentences using either the **-ing form** or the **infinitive without to** of the words in brackets. Sometimes more than one answer is possible.

- 0 Don't you just hate to talk / talking \_\_\_\_\_ about the weather? (talk)
- 1 You need to practise \_\_\_\_\_ in public. (speak)
- 2 Can you imagine \_\_\_\_\_ a lot of money? (make)
- 3 Oh dear! I forgot \_\_\_\_\_ the doctor for an appointment. (call)
- 4 It's a pity. He deserved \_\_\_\_\_ the job. (get)

- 5 She began \_\_\_\_\_ as soon as she entered the office. (work)
- 6 Be careful. Avoid \_\_\_\_\_ with your boss. (argue)
- 7 I tried \_\_\_\_\_ his name, but I've forgotten it already. (remember)
- 8 It was a great holiday. I remember \_\_\_\_\_ in the shade with a cocktail every single afternoon. (sit)

**E** Translate the following sentences.

- 0 Recogeré a los invitados por la tarde. I'll call for the guests in the afternoon.
- 1 Se desvistió deprisa y se metió en la cama. \_\_\_\_\_
- 2 Por favor no hagas ruido. Me duele la cabeza. \_\_\_\_\_
- 3 Pidió los formularios y se fue. \_\_\_\_\_
- 4 ¿Cuándo entregaste tu trabajo de inglés? \_\_\_\_\_
- 5 Me canso mucho cuando voy al gimnasio. \_\_\_\_\_
- 6 Hice los deberes y no cometí ningún error. \_\_\_\_\_
- 7 No estoy de acuerdo contigo. \_\_\_\_\_

**F** Write a sentence with a similar meaning, using the verb in brackets.

- 0 The police told everyone to leave the building.  
(make) The police made everyone leave the building.
- 1 The driver allowed the old man to travel on the bus without a ticket.  
(let) \_\_\_\_\_
- 2 Jack told his younger brother to wash the dishes.  
(make) \_\_\_\_\_
- 3 I don't allow people to smoke in my house or in my car.  
(let) \_\_\_\_\_
- 4 My mother said that I should take my keys.  
(remind) \_\_\_\_\_
- 5 I would like it if you could come with me.  
(want) \_\_\_\_\_
- 6 John told me that I should practise more.  
(encourage) \_\_\_\_\_

**G** Combine the two sentences into one.

- 0 Your sister shouted 'Fire!' I heard her.  
I heard your sister shout 'Fire!'
- 1 Tom prepared the sandwiches. Diane watched him.  
Diane \_\_\_\_\_
- 2 The ground shook. We felt it.  
We \_\_\_\_\_
- 3 Brian left early. Did you see him?  
Did you \_\_\_\_\_



## Las preguntas: What ... like?

Fíjate en estas dos conversaciones.

*How is Julie? (¿Cómo está Julie?)*

*She's getting better, thanks. (Está mejor, gracias.)*

*What is Julie like? (¿Cómo es Julie?)*

*She's great. She's very good looking, and very nice too. (Es estupenda. Muy guapa y también muy agradable.)*

Aunque en español se trata de dos preguntas con 'Cómo', y la diferencia reside en el verbo (*ser/estar*), en inglés no coinciden en absoluto ni en la forma ni en la situación comunicativa.

**How is ...? (¿Cómo está ...?)**

Sirve para preguntar por el estado o la salud de las personas o las cosas.

*How was your boss today? He was very friendly! (¿Cómo estaba tu jefe hoy? ¡Estaba muy simpático!)*

**What is + sujeto + like? (¿Cómo es ...?)**

Sirve para solicitar una descripción u opinión sobre una persona, un sitio, un objeto, etc. La descripción puede ser tanto física como de personalidad.

*What's Rio de Janeiro like? The beaches are wonderful but the traffic is awful. (¿Cómo es Río de Janeiro? Las playas son maravillosas pero el tráfico es un desastre.)*

Fíjate que *like* en esta pregunta no es el verbo *like*, sino una preposición. No podemos hacer la pregunta como si fuera el verbo *like*: *What does Rio de Janeiro like?* (¿Qué le gusta a Río de Janeiro?) ni tampoco contestar: *Rio de Janeiro is like wonderful*.

La preposición *like* se puede utilizar en otras preguntas, acompañando a verbos de percepción.

**What ... look like? (¿Cómo es ...?)**

Esta pregunta sólo se refiere a la descripción física, a lo que podemos ver, y no pregunta por el carácter o la personalidad.

*What does Julie look like? She's tall with brown hair. (¿Cómo es Julie? Alta con el pelo castaño.)*

**What ... taste like? (¿Cómo sabe ...?)**

*What does that taste like? It's a bit bitter. (¿Cómo sabe eso? Está un poco amargo.)*

**What ... feel like? (¿Cómo se siente al tacto?)**

*What does this material feel like? It's rough. (¿Cómo se siente al tacto esta tela? Es áspera.)*

**What ... sound like? (¿Cómo suena?)**

*What does his music sound like? It's loud and violent. (¿Cómo suena su música? Es estridente y violenta.)*

**What ... smell like? (¿Cómo huele?)**

*What did the cake smell like? Very sweet. (¿Cómo oía el pastel? Oía muy dulce.)*

Observa que la preposición *like* aparece en las preguntas, pero en las respuestas utilizamos simplemente el verbo *be* y los adjetivos que necesitemos. *Like* aparece en las respuestas cuando estamos buscando un parecido con otros objetos o personas:

*The material feels like cotton, but it isn't. (La tela parece algodón, pero no lo es.)*

**Write questions with What ... like? (for things that are permanent) or How ...? (for health or temporary situations). Use a form of be and the other words in brackets.**

0 (be/Atlanta) *What is Atlanta like* \_\_\_\_\_? ~ It's a very modern city.

0 (be/Mike/yesterday) *How was Mike yesterday?* ~ He felt a lot better.

1 (be/John's flat) \_\_\_\_\_? ~ It's very big, and it has a wonderful view over the city.

2 (be/your boss/yesterday) \_\_\_\_\_? ~ He was tired but friendly.

3 (be/a squash racquet) \_\_\_\_\_? ~ It's similar to a tennis racquet, but lighter.

4 (be/your sister) \_\_\_\_\_? ~ She's very well, thank you.

5 (be/Portugal) \_\_\_\_\_? ~ It's very interesting. There are lots of things to see.

**Read the following descriptions.**

Kiwis are a round, brown fruit with a rough skin. They have almost no smell, but they are sweet, with a flavour similar to strawberries.

A double bass is a musical instrument. It is the largest member of the violin family. It has a deep sound.

Now for each of the answers, write a question about kiwis or a double bass, using *look/sound/taste/smell/feel + like*.

QUESTION	ANSWER
0 <i>What do kiwis look like</i>	? ~ They're round and brown
1 _____	? ~ It has a deep sound.
2 _____	? ~ They don't really have a smell
3 _____	? ~ They have a flavour like strawberries.
4 _____	? ~ They are rough to the touch.

**Use the words in brackets to write a question with the preposition *like* or the verb *like*. Add any other necessary words.**

0 (What music/you/like)

A: *What music do you like* \_\_\_\_\_? B: I like rock music.

0 (What/Julie/like)

A: *What is Julie like* \_\_\_\_\_? B: She is very amusing.

1 (Who/your sister/like)

A: \_\_\_\_\_? B: She likes a boy in her class.

2 (What/Paul's brothers/like)

A: \_\_\_\_\_? ~ B: They think they're clever, but I don't.

3 (What/Jane/like/for breakfast)

A: \_\_\_\_\_? ~ B: She likes toast and marmalade.

4 (Who/you/like)

A: \_\_\_\_\_? B: I'm like my mother.

**Correct the following sentences.**

0 What your cat like? Mine is really cute. *What is your cat like? Mine is really cute.*

1 Who do you look to? Your dad or your mum?

2 How was the game like?

3 She looks like wonderful.

4 How do the cocktail taste? It was very strong.

5 What Spielberg's films like?

## Las preguntas (2): Wh- questions

Muchas preguntas sólo necesitan la respuesta 'sí/no'. El orden de sus elementos en inglés es muy fijo.

AUXILIAR (be, do, can, have, would, etc.)	+ SUJETO	+ VERBO + COMPLEMENTOS		
Are	you	feeling well?	Yes, I am.	(¿Te sientes bien? Sí.)
Can	Robert	swim?	No, he can't.	(¿Sabe nadar Robert? No, no sabe.)
Are	they	going to leave?	Yes.	(¿Se van? Sí.)
Has	Simon	arrived yet?	No, he hasn't.	(¿No ha llegado Simon todavía? No.)

Otras preguntas son más abiertas, y solicitan datos sobre algún elemento de la acción. En el caso de que haya algún pronombre interrogativo (who, what, where, which, how far, etc.), éste siempre se coloca al principio de la pregunta.

PRON. INTERROG.	AUXILIAR + SUJETO + VERBO + COMPLEMENTOS
Where	... is Mary living now?
What	... did Betty do on Sunday?
Who	... did he see?
Which/Which of them	... have you enjoyed most?
When	... are you travelling to India?
Whose car	... are they driving?
How	... do you get to work?
Why	... has Tom stayed in bed?
How long	... did the film last?
How long ago	... did they drive to Germany?
How far	... is York from here?
How often	... do you play tennis?
How much sugar	... do you need?
How many CDs	... have you got?

Fíjate que, cuando preguntamos por el sujeto de la acción, conservamos el orden habitual de una oración afirmativa:

PRON. INTERROG. SUJETO	+ VERBO + COMPLEMENTOS
What	... happened?
Who	... saw him?
Which/Which of them	... has won the race?
How many people	... came to your party?

**A** Choose a suitable word from the box for each question, and put it in the correct gap. There are more words than you need.

are can did was do does has shall who you what is

- Was John \_\_\_\_\_ at work last week?
- Where can I \_\_\_\_\_ buy a stamp?
- \_\_\_\_\_ Tim and Jenny \_\_\_\_\_ going to Oxford tomorrow?
- \_\_\_\_\_ Philip \_\_\_\_\_ ever been on television?
- How many photos \_\_\_\_\_ they \_\_\_\_\_ take yesterday?

- Where \_\_\_\_\_ your sister \_\_\_\_\_ work?
- \_\_\_\_\_ you \_\_\_\_\_ have \_\_\_\_\_ a shower every morning?

**B** Write the questions in the correct tense. Use the words in brackets and the question words in the box. Use any other words you need.

when what which which of who

- (... leave/school) When did you leave school \_\_\_\_\_ ? ~ I left school last year.
- (... these books/Sally/read) \_\_\_\_\_ ? ~ She has read all of them.
- (... Jane/have/for breakfast) \_\_\_\_\_ ? ~ She has toast and coffee.
- (... you/see/at the station) \_\_\_\_\_ ? ~ I saw John.
- (... Mary/prefer/tea or coffee) \_\_\_\_\_ ? ~ She prefers tea.

**C** Use the 'full' answers to write questions with Where, How much, When, etc. (We usually use the short, underlined answers when we reply to a question.)

QUESTION	ANSWER
0 <u>Where do Tom and Jean live</u>	? ~ (Tom and Jean live) <u>in Plymouth</u> .
0 <u>How much butter have you bought</u>	? ~ (I've bought) <u>half a kilo of butter</u> .
1 _____	? ~ (Lucy is going to come) <u>tomorrow</u> .
2 _____	? ~ (They've lived here) <u>for four years</u> .
3 _____	? ~ (Michael has got) <u>fifty compact discs</u> .
4 _____	? ~ (That bicycle is) <u>mine</u> .
5 _____	? ~ (The coast is) <u>five miles</u> (from here).

**D** Use the information in brackets to write a suitable question for each reply.

- (Tina Taylor interviewed the winner.)
  - Who did Tina Taylor interview \_\_\_\_\_ ? ~ The winner.
  - Who interviewed the winner \_\_\_\_\_ ? ~ Tina Taylor.
- (Jack is going to help Susan.)
  - Who \_\_\_\_\_ ? ~ He's going to help Susan.
  - Who \_\_\_\_\_ ? ~ Jack.
- (John won three prizes.)
  - How many \_\_\_\_\_ ? ~ Three.
  - Who \_\_\_\_\_ ? ~ John.
- (There are three machines: the machine in the corner makes the boxes.)
  - Which \_\_\_\_\_ ? ~ The one in the corner.
  - What \_\_\_\_\_ ? ~ It makes boxes.

**E** Correct the following sentences.

- Who did watch the film? Who watched the film?
- How often travels he to Turkey?
- Because has Jim started to laugh?
- What did block the road? \_\_\_\_\_
- Which house did she went into? \_\_\_\_\_
- Does he be happy?



# 18 Las preguntas

**A** Choose the best phrase from the box to complete these sentences. Put the verb in the Present Continuous.

(sleep) in the sitting-room at the moment      (do) a computer course this week  
(not sleep) very well at the moment      (go) to work by bus this week

- 0 A: You look tired.  
B: Yes, I'm not sleeping very well at the moment.
- 1 A: Does Tim Sharp work with you?  
B: Yes, but he's not here. He \_\_\_\_\_.
- 2 My brother has borrowed my car. That's why I \_\_\_\_\_.
- 3 The ceiling in our bedroom fell down so we \_\_\_\_\_.

**B** Write questions with the words in brackets. Use the Present Perfect.

- 0 (you/eat/anything?)      *Have you eaten anything?*
- 1 (Tom/be/here long?)      \_\_\_\_\_
- 2 (Jane/give/him any money?)      \_\_\_\_\_
- 3 (you/break/that vase?)      \_\_\_\_\_
- 4 (Pam/choose/a present?)      \_\_\_\_\_
- 5 (have/they/brought/the letter?)      \_\_\_\_\_
- 6 (have/you/lost/my book?)      \_\_\_\_\_
- 7 (have/Philip/write/the message?)      \_\_\_\_\_

**C** Change these sentences into questions.

- 0 You came to see me yesterday.      *Did you come to see me yesterday?*
- 1 She has to talk with them.      \_\_\_\_\_
- 2 They've never learnt English.      \_\_\_\_\_
- 3 Mary can look after the children tomorrow.      \_\_\_\_\_
- 4 She's having a shower at the moment.      \_\_\_\_\_
- 5 They'd been walking for an hour.      \_\_\_\_\_
- 6 He loves classical music.      \_\_\_\_\_
- 7 You'd like to meet my friends.      \_\_\_\_\_
- 8 We brought the food two hours ago.      \_\_\_\_\_

**D** Write questions for each answer, using a question word that is appropriate for the underlined part of the sentence.

- 0 They travelled round the world for a year.  
*How long did they travel round the world?*
- 1 I got married six months ago.  
\_\_\_\_\_
- 2 All of them brought me presents.  
\_\_\_\_\_

- 3 I witnessed a terrible accident.  
\_\_\_\_\_
- 4 2,100,000 people die of AIDS every month.  
\_\_\_\_\_
- 5 I've been working since 8 o'clock.  
\_\_\_\_\_
- 6 He opened the shop at 9 o'clock.  
\_\_\_\_\_
- 7 Something awful happened after the storm.  
\_\_\_\_\_
- 8 We lived in a very small flat.  
\_\_\_\_\_

**E** The following questions are incomplete. Put the word in brackets in the correct position.

- 0 Does he do his homework? (usually)      *Does he usually do his homework?*
- 1 Have you finished? (yet)      \_\_\_\_\_
- 2 Has he had lunch? (already)?      \_\_\_\_\_
- 3 Do you sing in the shower? (always)      \_\_\_\_\_
- 4 What are you looking? (at)      \_\_\_\_\_
- 5 Have you been to Brazil? (ever)      \_\_\_\_\_
- 6 Who did you come? (with)      \_\_\_\_\_
- 7 What's Peter? (like)      \_\_\_\_\_
- 8 How long did you meet Mark? (ago)      \_\_\_\_\_
- 9 How does he make his bed? (often)      \_\_\_\_\_

**F** Correct the following sentences.

- 0 Who did do the washing up?      *Who did the washing up?*
- 1 How long did you arrive ago?      \_\_\_\_\_
- 2 How many money does it cost?      \_\_\_\_\_
- 3 At what distance is Soria?      \_\_\_\_\_
- 4 From where does the bus leave tomorrow?      \_\_\_\_\_
- 5 Wah who did you go to the party?      \_\_\_\_\_
- 6 Since when have you been here?      \_\_\_\_\_
- 7 Who did eat all the cornflakes?      \_\_\_\_\_
- 8 Can you to call me later?      \_\_\_\_\_
- 9 Has he to study all day?      \_\_\_\_\_
- 10 What time arrives she?      \_\_\_\_\_
- 11 Have the museum closed?      \_\_\_\_\_
- 12 How much hot is it in the Sahara?      \_\_\_\_\_

## Los modales (1): can/could/be able to + permiso

Los verbos modales van siempre seguidos de infinitivo sin to, y no necesitan ningún otro auxiliar para hacer las formas interrogativa y negativa.

Fíjate en estas oraciones: *She can swim.* (Ella sabe nadar.)

*We couldn't win the prize.* (No pudimos ganar el premio.)

*May I leave my bags here?* (¿Podría dejar mi equipaje aquí?)

### Uso

#### 1 Para hablar de lo que sabemos y/o podemos hacer

##### can/can't

Sirven para expresar nuestras habilidades y destrezas en el presente. En español, corresponde a los verbos 'saber' y 'poder'.  
I can ride a bike but I can't play the guitar.  
(Sé montar en bicicleta, pero no sé tocar la guitarra.)

Pueden ser sustituidos por **be able to + infinitivo** (ser capaz de hacer algo) en cualquier otro tiempo verbal.  
Will you be able to borrow a car for the trip?  
(¿Podrás tomar prestado un coche para el viaje?)  
I haven't been able to find her.  
(No he podido encontrarla.)

##### could/couldn't

Se utilizan para hablar de las destrezas pasadas.  
She could ride a bike at the age of two, but she couldn't walk.  
(Sabía montar en bici a los 2 años, pero no sabía andar.)  
También se utiliza **couldn't** para expresar lo que no se consiguió hacer en una ocasión concreta:  
We couldn't get there in time.  
(No pudimos llegar a tiempo.)

Se utiliza **managed to + infinitivo** o bien **was/were able to + infinitivo** para expresar lo que logramos hacer en una ocasión concreta del pasado.  
Were you able to swim when you were 5?  
(¿Sabías nadar cuando tenías 5 años?)  
Did you manage to find your passport?  
(¿Conseguiste encontrar tu pasaporte?)

#### 2 Para hablar de lo que está permitido o no.

##### can

Lo usamos para solicitar y conceder permiso:  
Can I leave my luggage here?  
(¿Puedo dejar mi equipaje aquí?)  
Yes, you can. (Por supuesto.)

Se utiliza para describir situaciones generales, lo que se puede hacer o no en un lugar determinado:  
In the US, people can drive when they are 16.  
(En Estados Unidos, se puede conducir a la edad de 16 años.)

##### could/may

Could y may son más formales que can:  
May/Could I leave my luggage here?  
(¿Puedo dejar mi equipaje aquí?)  
Yes, you may. (Por supuesto.) NO: Yes, you could.

May aparece con frecuencia en el lenguaje más formal y oficial, por ejemplo en letreros.  
Bags may be left here.  
(Se permite dejar el equipaje aquí.)  
NO: Bags could be left here.

#### 3 Para formular peticiones:

##### can

Para pedir un favor a alguien, o que haga algo por nosotros.  
Can you help me? (¿Puede ayudarme?)

##### could/would

Could y would son más formales que can:  
Could/Would you help me?  
(¿Podría ayudarme?)

Fíjate que **could** aparece en fórmulas todavía más formales de pedir algo, como **Do you think you could + infinitivo sin to** . ?

Do you think you could hold the door? (¿Cree usted que podría sujetarme la puerta?)

**Would** aparece en otra fórmula cortés para pedir un favor: **Would you mind + gerundio ...?**

Would you mind waiting here? (¿Le importaría esperar aquí?)

## Ejercicios

### 1 Choose the right word from the words in brackets, and put it in the gap.

- 0 *Could* \_\_\_\_\_ (May/Could) you give me one of those forms, please?
- 1 In the street.  
Excuse me, officer, \_\_\_\_\_ (could/may) you tell me how to get to the station?
- 2 At a railway station.  
A: Let's eat our sandwiches here.  
B: \_\_\_\_\_ (Couldn't/Can't) you read? Look at the notice; it says: 'FOOD (WOULD/MAY/COULD) NOT BE EATEN IN THIS WAITING ROOM.'
- 3 A: \_\_\_\_\_ (May/Could) someone help me?  
B: What \_\_\_\_\_ (may/can) I do to help you?  
A: We need to move the chairs and to clean this room. Can you help?

### 2 Read the story about the shipwreck. Fill in the gaps with **could**, **couldn't** or **was/were able to** and one of the verbs in the box.

contact escape get into move put see send sleep swim

During the night of the storm no one <sup>0</sup> *could sleep* because of the noise of the wind. In the morning, we <sup>1</sup> \_\_\_\_\_ that something was seriously wrong. The engines were silent and the ship's radio was broken so the boat <sup>2</sup> \_\_\_\_\_ and no one <sup>3</sup> \_\_\_\_\_ a message for help. Luckily, one of the passengers had a good mobile phone, so he <sup>4</sup> \_\_\_\_\_ the coast guard. But then the ship began to sink fast. Some of the passengers were frightened because they <sup>5</sup> \_\_\_\_\_, but luckily everyone <sup>6</sup> \_\_\_\_\_ the lifeboats. We <sup>7</sup> \_\_\_\_\_ our luggage in the lifeboats, so we had to leave everything behind. But the important thing was that we <sup>8</sup> \_\_\_\_\_ safely and it wasn't long before the coast guard found us.

### 3 Change these sentences using the correct form of **be able to**, according to the time expressed in brackets.

- 0 I can't swim. (ever) I have never been able to swim.
- 1 He can win the race. (next Sunday)
- 2 We can't work in an office. (since 1998)
- 3 They can't join the football club. (last January)
- 4 Can you come to our party? (tomorrow)
- 5 She can find her lost notebook. (yesterday)
- 6 I can't spend the holidays with you. (next summer)

### 4 Correct the following sentences.

- 0 I could catch the 9:15 bus. I managed to catch/was able to catch the 9:15 bus.
- 1 Would you mind to open the window?
- 2 Can't you to come to the library with me?
- 3 May you tell me the time? \_\_\_\_\_
- 4 I wasn't be able to write the essay.
- 5 I can play the flute when I was a child.
- 6 Managed you to arrive on time?



## Los modales (2): must, can't, may, might, could

Fíjate en estas oraciones:

*They must earn a lot.* (Deben ganar mucho dinero.)  
*They can't be poor.* (No es posible que sean pobres.)

Estas dos frases expresan la misma idea en dos formas distintas: la primera afirmativa, la segunda negativa. La persona que habla está expresando sus deducciones sobre otras personas según los datos con que cuenta. **Must** no expresa aquí obligación, sino creencia con toda seguridad, y **can't** no expresa habilidad o destreza, sino seguridad de que algo no ocurre.

### Uso

#### 1 Para formular deducciones lógicas:

##### must + INFINITIVO

Se utiliza para expresar lo que creemos con seguridad que ocurre:

*The lights are on. She must be at home.*  
 (Las luces están encendidas. Ella debe de estar en casa.)

Para hablar de algo que pensamos que ha ocurrido en el pasado, podemos utilizar **must + have + participio** (algo debe haber ocurrido):

*The lights are on. She must have returned.*  
 (Las luces están encendidas. Ella debe de haber regresado.)

#### 2 Para expresar la probabilidad de que algo ocurra:

##### may + INFINITIVO

Expresa la posibilidad de que un acontecimiento ocurra en el presente o en el futuro:

*They may come round later.*  
 (Puede que ellos vengán de visita más tarde.)

La forma negativa de **may** también sirve para expresar escasa posibilidad presente o futura:

*may not have enough time.*  
 (Puede que no tenga suficiente tiempo.)

Para expresar la posibilidad de que un acontecimiento ocurriera en el pasado, utilizamos:

**may have + participio** (puede que algo haya ocurrido):

*I've seen someone near the house. They may have returned from their holidays.* (He visto a alguien cerca de la casa. Puede que ellos hayan vuelto de sus vacaciones.)

##### can't + INFINITIVO

Para expresar con lo que creemos con seguridad que NO ocurre. En español corresponde a la expresión 'no es posible que algo pase':

*They don't get on. They can't be going out.*  
 (No se llevan bien. No es posible que estén saliendo.)

Para hablar de algo que pensamos que NO ha ocurrido en el pasado, utilizamos **can't + have + participio** (no es posible que algo haya ocurrido):

*They hated each other. They can't have got married!*  
 (Se odiaban. ¡No es posible que se hayan casado!)

##### might, could + INFINITIVO

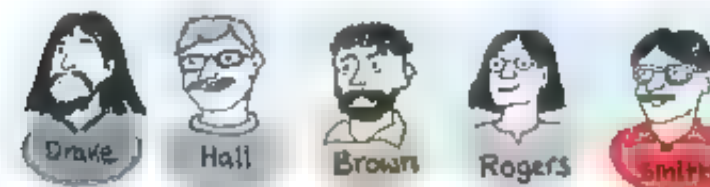
Expresan menor grado de probabilidad que **may**:  
*They might/could come round later.*  
 (Pudiera ser que ellos vengán de visita más tarde.)

Utilizamos también la forma negativa de **might**, pero no **couldn't**, para expresar que es poco probable que algo ocurra:

*I might not/mightn't have enough time.*  
 (Pudiera ser que no tenga suficiente tiempo.)  
 NO: *I couldn't have enough time.*

Si esa posibilidad es aún menor, se emplean **might have + participio** o **could have + participio** (pudiera ser que algo haya ocurrido):  
*We forgot to lock the door. There might have been a break-in.* (Olvidamos cerrar la puerta. Pudiera ser que hayan entrado a robar.)  
*I didn't know they had already left. You could have told me.* (No entendí la broma. Podrías habérmelo dicho.)

Someone has robbed a bank. The police are sure that the criminal is one of these men. Look at the pictures and complete the sentences using **can't be/could be/must be**.



- A witness says that the robber had short hair. If that's true, then it can't be Drake or Rogers, but it could be Hall.
- A witness says that the robber had glasses. If that's true, then it must be Brown or Drake. It can't be either Hall or Rogers or Smith.
- A witness says that the robber had black hair. If that's true, then it must be Hall, but it can't be Brown.
- A witness says that the robber had a moustache. If that's true, then it must be Rogers but it can't be Drake or Brown.
- A witness says that the robber didn't have a beard. If that's true, then it can't be Drake or Brown but it could be Hall or Smith.
- A witness says that the robber had a moustache, but no beard. If that's true, then it must be Drake or Rogers. It can't be Hall.

#### Complete the dialogues with **must, can't or might** and one of the phrases in the box.

cost a lot of money   be a soldier   work long hours   go to Portugal   take much interest

- Ruth: I think Ann's brother is in the army.  
 James: He can't be a soldier; he's only 15.
- Bob: What are you going to do next summer?  
 Susan: I don't know. We might go to Portugal, but it's not certain yet.
- Fred: Mike's new flat is all electric: kitchen, heating, everything.  
 Peter: That must cost a lot of money in electricity bills.
- Carol: Have Brian and Kim got any children?  
 Tom: Yes, they have two children, but they can't be in them, because they never talk about them.
- Andrew: Do you see your new neighbours very much?  
 Sarah: No, they mustn't be at home, because they are hardly ever at home.

#### Translate the following sentences.

- Puede que llueva mañana. It may rain tomorrow.
- No es posible que ella haya comprado ese CD. She can't have bought that CD.
- Pudiera ser que Tom haya ido de vacaciones. Tom might have gone on holiday.
- Puede que yo pueda prestarte mis apuntes. I may be able to lend you my notes.
- No puede ser el coche de tu tía. It can't be your aunt's car.
- Debe haber perdido 20 kilos. He must have lost 20 kilos.



## Los modales (3): must, have to, mustn't, don't have to

Fíjate en estas oraciones:

*You mustn't be late.* (No debes llegar tarde.)

*You must arrive on time.* (Debes llegar a tiempo.)

*Must I go? Yes, you must.* (¿Debo ir? Sí que debes.)

*I have to work today.* (Tengo que trabajar hoy.)

*Do you have to work today? No, I don't.* (¿Tienes que trabajar hoy? No.)

*Teachers don't have to work on Sunday.* (Los profesores no tienen que trabajar en domingo.)

NO: *Teachers haven't to work on Sunday.*

Must no utiliza ningún verbo auxiliar, y le sigue siempre un verbo en infinitivo sin to.  
Have to construye las formas interrogativa y negativa con ayuda del auxiliar do.

### Uso

1 Para referirnos a lo que es obligatorio o necesario

**must + INFINITIVO**

Para expresar una acción que consideramos importante o necesaria en el presente o en el futuro:

*We must go to school.* (Debemos ir a clase.)

**have to + INFINITIVO**

Para expresar una acción que es necesaria según las normas o las leyes, o porque alguien nos obliga a realizarla, en el presente o en el futuro:  
*Doctors sometimes have to work on Sunday.*  
(Los médicos a veces tienen que trabajar los domingos.) (Es una norma de su tarea.)

En la forma interrogativa se suele preferir **do/does ... have to** en vez de **must** para preguntar por la existencia de una obligación.

*Does Michael have to get up early tomorrow?* (¿Se tiene Michael que levantar temprano mañana?)

*Do we have to wait here?* (¿Tenemos que/Hay que esperar aquí?)

En cambio, las formas negativas de estos verbos se refieren a situaciones bien distintas. Fíjate:

2 Para hablar de lo que está prohibido

**mustn't + INFINITIVO**

Expresa la prohibición de una acción que va contra las normas.

*You mustn't smoke on buses.* (No debes fumar en el autobús.) Es decir, la ley o las normas lo prohíben.

3 Para expresar lo que no es necesario u obligatorio hacer

**don't/doesn't have to + INFINITIVO**

Expresa la ausencia de prohibición o falta de necesidad de una acción.

In the European Union, you **don't have to** carry your passport. (En la Unión Europea, no es obligatorio/no tienes que llevar pasaporte.)  
NO: *you haven't to carry your passport.*  
You **don't have to** pick me up at the airport; I'll take a taxi. (No hace falta que me recojas/no tienes que recogerme en el aeropuerto, cogeré un taxi.)  
NO: *you haven't to pick me up.*

## Ejercicios

A Make these sentences negative, as in the examples.

- |                                  |  |
|----------------------------------|--|
| 0 They must come today.          | <i>They mustn't come today.</i>          |
| 0 Tim has to stay at home.       | <i>Tim doesn't have to stay at home.</i> |
| 1 They have to go now.           |  |
| 2 Mark must speak to my cousin.  |  |
| 3 You have to drive slowly here. |  |
| 4 Alice has to get up early.     |  |

B From the statements in brackets, make a question using **Do/Does ... have to** and a short answer, as in the examples.

- |                                       |                                      |                     |
|---------------------------------------|--------------------------------------|---------------------|
| 0 (They don't have to work hard.)     | <i>Do they have to work hard?</i>    | ? - No, they don't. |
| 0 (They must stay at home.)           | <i>Do they have to stay at home?</i> | ? - Yes, they do.   |
| 1 (Jim has to go to the doctor's.)    |                                      | ? - Yes,            |
| 2 (We must show our passports.)       |                                      | ? - Yes,            |
| 3 (Linda doesn't have to pay.)        |                                      | ? - No.             |
| 4 (They must do all this work today.) |                                      | ? - Yes,            |

C Look at the decisions taken by the Stanton Squash Club, and complete the sentences with **have to**, **don't have to** or **mustn't**.

ES NECESARIO:

WEAR SPORTS SHOES AND CLEAN CLOTHES

PAY BEFORE YOU PLAY

HAVE A SHOWER

FINISH ON TIME

QUEDA PROHIBIDO.

DISTURB OTHER PLAYERS

EAT OR DRINK OUTSIDE THE BAR

TAKE CLUB BALLS HOME

- |  |
|--|
| 0 You <i>don't have to</i> wear white clothes, but you <b>have to</b> wear sports shoes.   |
| 0 You <i>mustn't</i> disturb other players, but you <i>don't have to</i> be silent.        |
| 1 You finish on time, but you start on time.   |
| 2 You play with club balls, but if you do, you take them home.                             |
| 3 You eat or drink outside the bar, but you buy your food in the bar if you don't want to. |
| 4 You have a shower, and you wear clean clothes.   |

D Correct the following sentences.

- |   |  |
|---|--|
| 0 You haven't to come to the park.          | <i>You don't have to come to the park.</i> |
| 1 We mustn't wear a uniform for work.       |  |
| 2 You don't have to smoke in hospitals.     |  |
| 3 You mustn't learn Latin at school.        |  |
| 4 You mustn't to feed the animals.          |  |
| 5 Car drivers mustn't stop every two hours. |  |
| 6 Do we must wait here?                     |  |



## Los modales (4): need, needn't, needn't have

Fíjate en estas frases.

He **needs** a new car. (Necesita un coche nuevo.)

I **need to go** to the doctor. (Necesito ir al médico.)

You **needn't look after** the children today. (No hace falta que cuides de los niños hoy.)

You **don't need to look after** the children today. (No hace falta que cuides de los niños hoy.)

Como ves, el verbo **need** (necesitar hacer falta que) coincide en significado con el verbo **have to**/don't have to (p. 48). He aquí las principales normas para su uso correcto:

En oraciones afirmativas e interrogativas utilizamos:

**need** (necesitar)

Como todo verbo en inglés, puede expresar diferentes tiempos verbales y necesita el auxiliar **do/did** para formar preguntas en presente y pasado:

Seguido de infinitivo con **to** para indicar la necesidad u obligación de hacer algo

Indicando la necesidad de un objeto:

I **will need** your help.

(Necesitaré tu ayuda.)

**Did you really need** all those CDs?

(¿De verdad necesitabas todos esos CDs?)

Mary **needs to buy** some potatoes.

(Mary necesita comprar patatas.)

Mary **needs** some potatoes.

(Mary necesita patatas.)

En las oraciones negativas podemos emplear:

**don't need** (no hace falta que, no necesito ...)

Con infinitivo con **to** para expresar lo que no es necesario hacer:

You **don't need to go** to the shops. We have enough potatoes for the Spanish omelette.

(No hace falta que vayas a la tienda. Tenemos suficientes patatas para la tortilla.)

Se puede conjugar para expresar diferentes tiempos verbales:

I **won't need** these books next year.

(No necesitaré estos libros el año que viene.)

You **didn't need to buy** potatoes.

(No hacía falta que compraras patatas.)

Indica que un objeto no es necesario:

You **don't need** potatoes. (No necesitas patatas.)

**needn't** (no hace falta que ...)

Con infinitivo sin **to** también para expresar lo que no hace falta hacer:

You **needn't go** to the shops. We have enough potatoes for the Spanish omelette.

(No hace falta que vayas a la tienda. Tenemos suficientes patatas para la tortilla.)

No se puede conjugar, pero se acompaña de **have** + participio para referirnos a una acción del pasado que no era necesaria, aunque sí ocurrió:

We **needn't have travelled** by plane.

(No hacía falta que viajáramos en avión.)

Pero si lo hicieron:

**Needn't** solo se puede utilizar seguido de un verbo. No: You **needn't** potatoes.

From the statements in brackets, make a question and a short answer, like those in the examples.

0 (Tom needs to take some warm clothes.) **Does Tom need to take some warm clothes?**

— Yes, he does.

0 (She doesn't need to study hard.) **Does she need to study hard?**

? — No, she doesn't.

1 (Fred needs a ladder.)

? — Yes,

2 (We don't need to go to the shops.)

? — No, \_\_\_\_\_

3 (John doesn't need to leave before lunch.) \_\_\_\_\_ ? — No,

4 (They need to check the train times.) \_\_\_\_\_ ? — Yes,

5 Change each sentence in brackets ( ) into a negative sentence with **needn't**, where possible. If not possible, write a negative sentence with **doesn't**/don't need.

0 (Jane needs to pay Jim today.) **Jane needn't pay Jim today.**

0 (The car needs new tyres.) **The car doesn't need new tyres.**

1 (We need a lot of red paper.)

2 (Mark needs to get everything ready today.)

3 (Mary needs to leave at six o'clock.)

4 (Anna needs a new bag.)

6 Rewrite what each person says using **needn't** + verb, or **needn't have** + verb.

0 (Jane: You don't need to go to the passport office. Bob, to get a new passport. It says here that they send it to you in the post.)

Jane: You **needn't go to** \_\_\_\_\_ the passport office, Bob, to get a new passport.

1 (Ann: Why did you take your umbrella this morning? It said on the radio that it was going to be a sunny day.)

Ann: You \_\_\_\_\_ your umbrella this morning.

2 (Vicky: Why did you go to the electricity office to pay the bill yesterday? This letter says you can pay with a cheque in the post.)

Vicky: You \_\_\_\_\_ to the electricity office yesterday.

3 (Bill: You don't need to phone Sarah. I'll invite her to the party tomorrow.)

Bill: You \_\_\_\_\_ Sarah. I'll invite her to the party tomorrow.

4 (Susan: It wasn't necessary to buy more food. John and Mary have just phoned to say that they can't come for dinner.)

Susan: I \_\_\_\_\_ more food. John and Mary can't come for dinner.

5 Translate these sentences. More than one answer may be correct.

0 No hace falta que te pongas el abrigo.

You **don't have to**/You **don't need to**/You **needn't put on** your coat

1 ¿Necesitas un portátil nuevo?

2 No hacía falta que lavaras el coche

3 Necesito verle otra vez.

4 No hacía falta que trajéramos tantas maletas.

5 ¿Hace falta que vayamos a la oficina mañana?

6 ¿Necesitará él un préstamo?



## Los modales (5): should, ought to, had better

Fíjate en estas oraciones.

*I should go.* (Debería ir.)

*You ought to ask.* (Deberías preguntar.)

*We had better wait.* (Deberíamos esperar/Sería mejor que esperaríamos.)

Como ves, las tres son formas distintas en inglés de dar consejos o hacer recomendaciones.

### SHOULD + INFINITIVO y OUGHT TO + INFINITIVO SIN TO (debería)

#### Forma

Su forma es invariable, y que no toma -s en la tercera persona del singular.

Los dos son verbos modales, por lo que no necesitan auxiliar para las oraciones interrogativas o negativas, pero **should** es más frecuente que **ought to** en ambos casos.

*He should/ought to work harder.*

(Debería trabajar más.)

NO: *He shoulds/oughts to work.*

*What should I do? / What ought I to do?*

(¿Qué debería hacer?)

*You shouldn't smoke. / [You ought not to smoke.]*

(No deberías fumar.)

#### Uso

Para dar y pedir consejo, y para expresar lo que es mejor o más correcto hacer en el presente y el futuro.

Se prefiere **ought to** cuando la recomendación hace referencia a normas establecidas, mientras que **should** se utiliza para expresar una opinión más general:

*You should/ought to see a dentist.*

(Deberías ir al dentista.)

*You ought to report the robbery to the police.*

(Deberías denunciar el robo a la policía.)

*You should forget what happened.*

(Deberías olvidar lo que pasó.)

### HAD BETTER + INFINITIVO SIN TO (debería/sería mejor que)

#### Forma

Fíjate que **had** es por su forma el pasado de **have**, pero no tiene ningún significado pasado en esta expresión, que solo sirve para el presente o el futuro:

La forma negativa de esta expresión es **had better not + infinitivo**:

*We'd better hurry. We're going to be late.*

(Será mejor que nos demos prisa, vamos a llegar tarde.)

NO: *We'd better hurry because we were late.*

NO: *We'd better hurry because we were late.*

*They'd better not ring up after 11 p.m.*

(No deberían llamar después de las 11 de la noche.)

#### Uso

Para dar consejos a una persona y en un caso concreto, no en general, y para decir lo que es preferible hacer en él:

*You had better/You'd better ask the doctor about the pain.*

(Deberías preguntarle/Sería mejor que le preguntaras al médico por tu dolor.)

Para recomendaciones más generales, se utiliza **should**:

*When people are in pain, they should see a doctor.*

(Cuando la gente siente dolores, debería ir al médico.) NO: *they'd better see the doctor.*

### Put in the correct form of the verbs in the box.

start tell have listen try wait

- They ought ~~to tell~~ \_\_\_\_\_ the manager about this problem.
- Should we \_\_\_\_\_ to phone them again?
- They had better \_\_\_\_\_ the work at once.
- We shouldn't \_\_\_\_\_ to what they say.
- It's a bit windy. We'd better \_\_\_\_\_ lunch here in the house, not outside in the garden.
- We ought \_\_\_\_\_ until the police arrive.

### Make these sentences negative by putting **not** in the right place.

- Henry should stay in bed. *Henry shouldn't stay in bed today.*
- You ought to move it. \_\_\_\_\_
- They had better come after supper. \_\_\_\_\_
- We should change everything. \_\_\_\_\_
- You'd better tell the director. \_\_\_\_\_

### Use **should** or **shouldn't** and one of the phrases from the box in each dialogue.

call an ambulance move the person yourself do anything about it let him eat so much  
report it to the police decide for herself borrow money make him do lots of sport

- A: There is a house near my home where I often hear a child crying.  
B: You ~~should~~ report it to the police \_\_\_\_\_.
- A: My daughter wants to marry a sailor. What should I do about it?  
B: In my opinion, \_\_\_\_\_ Your daughter \_\_\_\_\_.
- A: If someone has a serious accident, what's the right thing to do?  
B: Well, you \_\_\_\_\_ It's not a good idea to move an injured person. Instead, you \_\_\_\_\_ to take the person to hospital.
- A: My son is 12 years old and he's already very fat.  
B: Well, it's important not to eat too much, so you \_\_\_\_\_ Also, you \_\_\_\_\_.
- People \_\_\_\_\_ if they can't pay it back.

### Correct the following sentences.

- He oughts to share the housework. *He ought to share the housework.*
- I hadn't better oversleep tomorrow.
- Everyone ought drive carefully.
- We should to write more often.
- Should they stay in hospital last week?
- Ought I to study abroad?





## Los modales (6): had to go, should have gone

Fíjate en estas oraciones.

*Jane had to wait an hour for a bus. (Jane tuvo que esperar al autobús una hora.)*

*Jane didn't have to go to work by bus. (Jane no tenía que ir/No era necesario que Jane fuera a trabajar en autobús.)*

*Jane should have taken a taxi. (Jane debería haber cogido un taxi.)*

Observa que cuando utilizamos verbos modales para referirnos al pasado algunos, como **should**, no se pueden conjugar, y reflejan el tiempo pasado en el verbo que los acompaña.

### Uso

1 Para referirnos a lo que era necesario u obligatorio en el pasado:

#### had to + INFINITIVO

Expresa la necesidad u obligación de realizar una acción en el pasado.

Fíjate que en el presente utilizamos bien **must** o **have to** + infinitivo. Para referirnos al pasado no podemos utilizar **must**.

Para preguntar por la necesidad u obligación pasada, la forma interrogativa es **did ... have to** + infinitivo:

*He had to work last Saturday.*

*(Tuvo que trabajar el sábado pasado.)*

**NO:** *He must work last Saturday.*

*Did you have to work last Saturday?*

*(¿Tuviste que trabajar el sábado pasado?)*

2 Para expresar lo que **NO** era obligatorio o necesario hacer:

#### didn't have/need to + INFINITIVO

Indica ausencia de necesidad u obligación en el pasado:

*We didn't have to show our passports for the flight to Rome. (No fue necesario/no hizo falta mostrar los pasaportes para el vuelo a Roma.)*

**NO:** *We hadn't/needn't to show our passports.*

#### needn't have + PARTICIPIO

Para referirnos a una acción del pasado que no era necesaria, aunque sí ocurrió.

*We needn't have travelled by plane. (No hacía falta que viajáramos en avión, Pero sí lo hicieron.)*

3 Para referirnos a lo que debería o no haber sucedido en el pasado:

#### should/shouldn't have + PARTICIPIO

Expresa el arrepentimiento por una acción pasada que ahora se considera errónea o poco apropiada:

Se utiliza también para criticar las acciones pasadas de otras personas:

*We shouldn't have travelled by plane. We needed the money. (No deberíamos haber viajado en avión, nos hacía falta el dinero.) Pero sí lo hicieron.*

*You should have helped them. (Deberías haberles ayudado.) Pero no lo hiciste.*

Complete the sentences with **should have** or **shouldn't have** for these situations.

0 Philip didn't take his medicine. Later he got very ill.

Philip should have taken his medicine.

1 Sara drove her car when she was tired and she had an accident.

Sara shouldn't have driven her car when she was tired.

2 Tony didn't buy any sugar so he couldn't make a cake.

Tony should have bought some sugar.

3 Sally had a cold but she still went to the cinema. Later she had to stay in bed.

Sally shouldn't have gone to the cinema.

4 Ted ate a lot of apples. Later he had stomach ache.

Ted shouldn't have eaten so many apples.

5 Lucy didn't lock the door to her flat when she went to buy a newspaper. While she was away, someone stole her television.

Lucy should have locked the door when she went out.

6 Here is the work plan for the Information Office at Heathrow Airport for last weekend. If someone did not work, there is a comment.

Saturday	Comments	Sunday	Comments
On duty		On duty	
Jenny	✓	Colin	✓
Brian	ill	Mary	✓
Joan	ill	Derek	ill
Daniel	✓	Carol	ill

From the information in the table, write complete sentences using **had to**, **didn't have to**, or **should have** and the words in brackets.

0 (Jenny/Saturday) *Jenny had to work on Saturday.*

0 (Colin/Saturday) *Colin didn't have to work on Saturday.*

0 (Carol/Sunday) *Carol should have worked on Sunday* but she was ill.

1 (Colin/Sunday)

2 (Joan/Sunday)

3 (Derek/Sunday)

but he was ill.

4 (Mary/Saturday)

5 (Brian/Saturday)

but he was ill.

6 (Daniel/Saturday)

7 (Joan/Saturday)

but she was ill.

7 Correct the following sentences.

0 Coral didn't have to work this afternoon.

*Coral didn't have to work yesterday afternoon/Coral doesn't have to work this afternoon.*

1 Did you really have to go to church every Sunday when you were a child? Oh yes, all children must.

2 I shouldn't to have yelled at the baby.

3 I told you it was an informal party. You didn't have to wear that evening gown. It was really embarrassing.

4 Thank you for doing the washing up. You hadn't to do it.

5 Mikel was sick for a week after the wedding. He didn't have to eat so much wedding cake.

6 Had you to do the cleaning?

# 25 Verbos modales

## A Make these sentences negative.

- |  |                               |
|--|-------------------------------|
| 0 I can drive a lorry.                         | <i>I can't drive a lorry.</i> |
| 1 He has to work harder.                       | _____                         |
| 2 You'll be able to meet my parents.           | _____                         |
| 3 I must buy some new shoes.                   | _____                         |
| 4 They ought to look after their children.     | _____                         |
| 5 She needs music lessons.                     | _____                         |
| 6 They had to paint the flat before moving in. | _____                         |
| 7 You'd better answer all their questions.     | _____                         |
| 8 I could swim when I was 2.                   | _____                         |

## B Change these sentences into questions.

- |   |   |
|---|---|
| 0 I had to see it myself.                       | <i>Did you have to see it yourself?</i> |
| 1 We ought to talk to the press.                | _____                                   |
| 2 She can visit me whenever she likes.          | _____                                   |
| 3 We should have bought a new piano.            | _____                                   |
| 4 I was able to finish my homework early.       | _____                                   |
| 5 He needs to learn Russian.                    | _____                                   |
| 6 He has to find his passport.                  | _____                                   |
| 7 You may wait in the library.                  | _____                                   |
| 8 We'll be able to travel to other worlds soon. | _____                                   |

## C Change these sentences according to the time expression in brackets.

- |  |  |
|--|--|
| 0 I can sing opera. (when I was 5)               | <i>I could sing opera when I was five.</i> |
| 1 I can skate. (next year)                       | _____                                      |
| 2 Do you have to get up early? (yesterday)       | _____                                      |
| 3 They must be at home. (when the storm started) | _____                                      |
| 4 She can't see me. (before)                     | _____                                      |
| 5 You must listen to me. (soon)                  | _____                                      |
| 6 You needn't stay here. (last month)            | _____                                      |
| 7 He may be ill. (last Saturday)                 | _____                                      |

## D Put the words in the box in the gaps. Don't add any other words.

Does she have to has she has must mustn't have does she

Mark: We <sup>0</sup> *have* \_\_\_\_\_ to get up early tomorrow.

Bob: Why?

Mark: Have you forgotten? Angela <sup>1</sup> \_\_\_\_\_ to move to a new flat tomorrow, and I promised we would help her.

Bob: <sup>2</sup> \_\_\_\_\_ have to move out by a particular time?

Mark: No, there's no rush. She doesn't <sup>3</sup> \_\_\_\_\_ leave her old flat before the afternoon, but there are lots of things that <sup>4</sup> \_\_\_\_\_ to pack, so we <sup>5</sup> \_\_\_\_\_ get there fairly early.

Bob: Why <sup>6</sup> \_\_\_\_\_ have to move, by the way?

Mark: She said that I <sup>7</sup> \_\_\_\_\_ tell you because she wants to tell you herself, when she sees you tomorrow.

## E Complete the sentences without changing their meaning. Use a modal verb.

- |   |   |
|---|---|
| 0 Don't come if you don't want to.              | <i>You don't have to come if you don't want to.</i> |
| 1 I'm sure it isn't Tom. Tom's in York.         | <i>It _____ Tom.</i>                                |
| 2 You can leave now.                            | <i>You _____ stay.</i>                              |
| 3 Perhaps they have bought a new car.           | <i>They _____</i>                                   |
| 4 It wasn't necessary for us to have waited.    | <i>We _____</i>                                     |
| 5 It wasn't a good idea for her to marry him.   | <i>She _____</i>                                    |
| 6 I'm sure the storm has destroyed many houses. | <i>The storm _____</i>                              |
| 7 My advice is that you move to Montreal.       | <i>You _____</i>                                    |

## F Translate these sentences. More than one answer may be possible.

- |  |  |
|--|--|
| 0 No hace falta que hagas el té                        | <i>You don't have to make tea. You needn't make tea.</i> |
| 1 Deberías haberle comprado el juguete a tu hermana.   | _____  |
| 2 Sería mejor que no faltaras a clase.                 | _____  |
| 3 ¿Te importaría pasarme la sal?                       | _____  |
| 4 No era necesario traerme flores.                     | _____  |
| 5 Este gazpacho necesita más tomates.                  | _____  |
| 6 Debe de haber conducido toda la noche.               | _____  |
| 7 Fue difícil, pero logré alquilar un coche.           | _____  |
| 8 ¿No sabes tocar la guitarra?                         | _____  |
| 9 Puede que él se haya comido toda la pizza.           | _____  |
| 10 No hace falta que los perros lleven un impermeable. | _____  |



# Las preposiciones (1): preposiciones de lugar y movimiento

Las principales preposiciones de lugar son:

<b>in</b> (en, dentro de)	Para espacios cerrados (habitaciones, edificios) o áreas claramente delimitadas (una ciudad, parque, país, continente): in my pocket, in her car, in Germany
<b>on</b> (en, sobre, encima de)	Para superficies (las paredes, suelos, estantes) y espacios lineales (caminos, costas, el Ecuador): on the grass, on the sea Fíjate que se utiliza también para las plantas de un edificio: I live on the second floor.
<b>at</b> (a, en)	Para un punto especial (por ejemplo, la parada de autobús), y para edificios (ya sea dentro o fuera de ellos): Let's meet at the gym. Aparece también en algunas expresiones muy frecuentes: at home, at school, at work.

Fíjate que el verbo **arrive** lleva habitualmente la preposición **at**, y también admite **in** (con ciudades y países), pero nunca **to**.

He always arrives at the concert punctually. NO: He always arrives to the concert punctually.  
They arrived in Canada safely. NO: They arrived to Canada safely.

Otras preposiciones de lugar importantes son:

<b>under</b> (debajo de)	We sat down to rest under a large tree.
<b>behind</b> (detrás de)	Carol was behind me.
<b>in front of</b> (delante de) NO: enfrente de	Anna was sitting in front of me.
<b>opposite</b> (enfrente de)	Buda lies opposite Pest, together they are the city of Budapest.
<b>above</b> (sobre, por encima de)	There's a shop above the restaurant.
<b>below</b> (debajo, por debajo de)	There's a restaurant below the shop.
<b>next to/beside</b> (junto a, al lado de)	Jane talked to the man sitting next to/beside her.
<b>near</b> (cerca de)	The airport was near the town.
<b>between</b> (entre)	I sat between Jane and Pam on the plane.

Fíjate que todas las preposiciones anteriores aparecen con verbos de significado pasivo, que marcan una posición. Pero otras preposiciones indican movimiento, y por tanto acompañan siempre a verbos con significado activo:

<b>to</b> (a, hacia, hasta)	They walked to the next town.
<b>from</b> (de, desde)	We drove from London to Edinburgh.
<b>into</b> (hacia dentro de)	We moved the chairs into my bedroom.
<b>out of</b> (hacia afuera de)	She walked out of the house.
<b>up</b> (hacia arriba)	I walked up the hill.
<b>down</b> (hacia abajo)	We cycled down the hill.
<b>over</b> (por encima de)	He jumped over the wall.
<b>under</b> (por debajo de)	She walked under the bridge.
<b>onto</b> (hacia encima de)	The actors ran onto the stage.
<b>off</b> (hacia debajo de)	The vase fell off the shelf.
<b>across</b> (de un lado a otro)	The cat ran across the field.
<b>along</b> (a lo largo de)	She cycled along the road to the next town.

**through** (a través de)

They walked through the gate.

**between** (entre)

He ran between two players and scored a goal.

**past** (detrás, de largo, dejando atrás)

The bus went past the bus stop without stopping.

**Put in, on or at in the gaps.**

- Peter lives in Turkey.
- There were some beautiful pictures on the walls of their sitting-room.
- The children are playing on the grass in the park.
- Does this bus stop at the railway station?
- The books were in a box on a shelf in the garage.
- Ecuador is in South America, it lies on the equator.

**Look at this picture of a town, and complete the sentences.**



- There is a road beside the river.
- There are some boats on the river.
- The Town Hall is opposite the theatre.
- The post office is near the theatre.
- The theatre is between the Town Hall and the police station.

**Look at this picture of a town showing the route for a race.**



Now fill the gaps using the words in the box.

across along at down in front of past from under through up

The race starts <sup>0</sup> at the Town Hall. The runners go <sup>1</sup> down the Town Hall and they run <sup>2</sup> across the main square, to the river. Then they run over New Bridge and they go <sup>3</sup> along the road beside the river for about 200 yards. They go <sup>4</sup> past the theatre and <sup>5</sup> up Castle Hill. They turn right <sup>6</sup> at the Castle, and they go <sup>7</sup> through Steep Hill. Then they go <sup>8</sup> under the tunnel <sup>9</sup> across the river, and finish at the station.



## Las preposiciones (2): in, with, by, without

Fíjate en estas dos frases.

*Jane is the woman in the red dress.* (Jane es la mujer del vestido rojo.)

*A small boy with fair hair came into the shop.* (Un chico pequeño con el cabello rubio entró en la tienda.)

En ellas aparecen las preposiciones **in**, **with** en un uso especial, para descripciones.

Utilizamos **in**:

Para describir la ropa que viste una persona:

We saw some soldiers **in** uniform.

(Vimos unos soldados de uniforme.)

NO: We saw some soldiers of uniform.

She got married **in** her mother's dress.

(Se casó con el traje de su madre.)

NO: She got married with her mother's dress.

Utilizamos **with**:

Para describir las características físicas de una persona:

Our teacher is a short man **with** a beard.

(Nuestro profesor es un hombre bajito con barba.)

Para describir los objetos que lleva una persona (excepto la ropa):

He's the man **with** the black suitcase.

(Es el hombre de la maleta negra.)

NO: He's the man of the black suitcase.

Para describir las características físicas de los animales:

A rabbit is an animal **with** big ears.

(Un conejo es un animal con las orejas grandes.)

Para describir una parte de un objeto:

He has a computer **with** very big speakers.

(Tiene un ordenador con los altavoces muy grandes.)

It's the white house **with** the flat roof.

(Es la casa blanca con el tejado plano.)

Para las herramientas:

You clean your teeth **with** a toothbrush.

(Te lavas los dientes con un cepillo de dientes.)

Empleamos **by** + gerundio (-ing) para:

Explicar cómo se hace algo.

Fíjate que en español utilizamos solo el gerundio sin preposición:

She learnt French **by** listening to tapes.

(Aprendió francés escuchando cintas.)

The prisoners escaped **by** climbing over a wall.

(Los prisioneros escaparon saltando por encima del muro.)

Fíjate que **by** aparece siempre con los medios de transporte en general: boat, train, plane, motorbike, bike, car, bus, ship, excepto on foot (a pie):

I enjoy travelling **by** bike.

(Me encanta viajar en bici.)

They went to Santiago de Compostela **on** foot.

(Fueron a Santiago de Compostela a pie.)

Observa que, si hablamos de un vehículo concreto, utilizamos **in/on**:

*We went to the beach in Joe's car.* (Fuimos a la playa en el coche de Joe.)

*I realized we were sitting on the wrong bus.* (Me di cuenta de que estábamos sentados en el autobús equivocado.)

Empleamos **without** + gerundio (-ing) para:

Explicar cómo no se hace algo. Fíjate que en español utilizamos el infinitivo.

They left **without** waiting for me.

(Se fueron sin esperarme.)

**Put in the correct prepositions. Use in or with.**

0 A young man with a moustache was driving the car.

1 He showed me a photograph of a woman with blue eyes.

2 We live in a house with a green door.

3 A lot of businessmen in suits were on the train.

4 There was a plant with big, green leaves in the corner of the room.

5 John was walking down the street with a woman in a black coat.

6 Look at that bull with those enormous horns!

7 One of the children was a girl with long, dark hair.

8 A man in a hat came into the café.

9 Soldiers in uniform were standing at the entrance to the building.

10 She wanted to buy a computer with a screen, a keyboard and a mouse.

11 We booked a hotel room with a bathroom.

12 It was cold, so I went out with a coat and scarf.

13 We've bought a television with a big screen.

14 He arrived for the meeting in a grey jacket.

**Underline the correct preposition.**

0 I bought a shirt (with/by) red stripes.

1 She always wanted to work (in/with) a nurse.

2 I passed the exam (with/without) doing a lot of work.

3 She has always travelled (by/in) motorbike.

4 I used the pot (with/by) the wooden handle.

5 Jack was talking to a man (in/with) a blue umbrella.

6 John walks very fast. He goes everywhere (on/by) foot.

7 Are you allowed to go to work (on/by) your brother's bike?

**Rewrite each of the following using by or without.**

0 She sat in the corner. She didn't say anything. She sat in the corner without saying anything.

0 He opened the door. He turned the key. He opened the door by turning the key.

1 He repaired the car. He changed some of the parts.

2 She answered the question but she didn't read it carefully.

3 He left. He didn't say thank you. \_\_\_\_\_

4 She got the money because she sold her car.

5 I threw the letter away. I didn't open it. \_\_\_\_\_

6 We worked all day and we didn't eat anything. \_\_\_\_\_

7 He lost weight. He went on a strict diet. \_\_\_\_\_

8 I went out, but I didn't lock the door.



## Las preposiciones (3): preposiciones de tiempo

**in:** con las partes del día, los meses, las estaciones y los años. Fíjate que en inglés escribimos los meses en mayúsculas.

**on:** con los días de la semana, con ocasiones especiales y con las fechas completas. Fíjate que en inglés escribimos los días de la semana y las ocasiones especiales en mayúsculas.

**at:** con las horas del día, con las horas de las comidas, con algunas festividades y con algunas expresiones especiales.

**from (de/desde)** para hablar de una acción: **from ... to/until (de/desde ... a/hasta)** para expresar cuándo empieza y cuándo acaba la acción:

**until (hasta)** para marcar el final de una acción:

**by (antes de, para)** con un momento específico, para marcar el plazo límite de algo:

**within (antes de, en el plazo de)** con un periodo de tiempo, para marcar el plazo límite de algo. Fíjate que in también puede tener el mismo significado:

**during (durante)** con un periodo de tiempo general o amplio:

**for (durante)** con un periodo concreto (días, semanas, meses, años):

**In the morning, in the afternoon, in the evening.**  
**NO:** in the night  
**in October, in November, in December,**  
**in the spring, in the summer, in the autumn,**  
**in the winter, in 1542, in 2003**

**on Tuesday, on Saturday evening,**  
**on Christmas Day, on his birthday,**  
**on 4th September**

**at 11 a.m., at 3 o'clock, at breakfast, at lunchtime,**  
**at teatime, at dinner, at night, at the weekend,**  
**at Christmas, at Easter**

**I will be in Rome from Sunday.**  
**The library opens from 10 a.m. to 6 p.m.**  
**I was in Rome until Thursday.**  
**NO: I was in Rome to Thursday.**

**You should hand in your papers by Monday**  
*(Deberías entregar los trabajos antes del/para el martes.)*

**It'll be ready within an hour.**  
*(Estará listo en el plazo de una hora.)*  
**It'll be ready in an hour.**  
*(Estará listo en dentro de una hora.)*

**During his holidays, he made a lot of new friends.**  
*(Durante sus vacaciones hizo muchos nuevos amigos.)*

**He was in Switzerland for six days during his holidays.**  
*(Estuvo en Suiza 6 días durante sus vacaciones.)*

**Look at this page from a diary. Put in the information requested in the brackets. Use a preposition.**

April	1995
20	Monday
10 a.m. Interview Kate Bell in the London office	
21	Tuesday

- 0 (the year?) I interviewed Kate in 1995.
- 1 (the month?) I interviewed Kate \_\_\_\_\_
- 2 (the date?) I interviewed Kate \_\_\_\_\_
- 3 (the day?) I interviewed Kate \_\_\_\_\_
- 4 (the part of the day?) I interviewed Kate \_\_\_\_\_
- 5 (the time?) I interviewed Kate \_\_\_\_\_
- 6 (the season?) I interviewed Kate \_\_\_\_\_

**Complete this article about the famous entrepreneur Edgar Thin, by underlining the correct preposition.**

Edgar Thin was born in Leeds (on/at/in) 1947. He studied at the University of Leeds (by/from/until) 1965 (to/by/from) 1970. After graduation, he travelled in Spain with some friends (at/within/for) five months. Back in Britain, he moved to Liverpool (for/from/in) 1971. He opened his first tapas bar three months later, (in/at/on) Christmas. The bar became an instant success due to its tasty 'gambas al pil-pil', so Mr Thin opened two new tapas bars on different locations (within/by/for) the following year, and over a dozen more all over northern England (for/during/by/) the following decade. (By/Until/To) 2004, Mr. Thin has become the most successful entrepreneur in Liverpool. Nowadays, thanks to him, there is nothing Liverpoolians love more than to crowd into Spanish tapas bar for "gambas al pil-pil" (in/on/at) lunchtime.

**Complete the following sentences with the prepositions in the table.**

from (x2) to in (x2) during for (x2)

- 0 All flights from 9 o'clock to 12 o'clock have been cancelled due to the weather.
- 1 The flight departs at 3.00, so passengers should check in 2.00.
- 2 I talked to her a few minutes in the departure lounge.
- 3 Passengers must turn off their mobile phones the flight.
- 4 The plane will start making its descent a few minutes.
- 5 Don't forget to wear your seat belts fastened take-off landing.
- 6 The film will start 5 minutes.
- 7 I'm afraid you'll have to wait a while longer. Your flight has been delayed, sir.
- 8 I won't ring you when I arrive. You'll be asleep then.

**Correct the following sentences.**

- 0 She started school at her fifth birthday.  
*She started school on her fifth birthday.*
- 1 They lived in Oxford to the spring of 2001
- 2 I've studied English during 6 years.
- 3 Your bike will be repaired for Monday.
- 4 I don't like going out in the night.
- 5 Can we meet in the weekend?
- 6 Bye, see you the Tuesday!

# 29 Las preposiciones

**A** Look at the picture and complete the sentences using a preposition from the box to describe the scene.



in between above next to under near below in front of opposite

- 0 There's a man at the phone box. He's making a call.
- 1 The man's dog is waiting for him near the phone box.
- 2 The phone box is next to the post office.
- 3 Someone has parked in front of the post office.
- 4 The Indian restaurant is between the language school.
- 5 The travel agent's is opposite the shoe shop.
- 6 The coffee shop is between the Indian restaurant and the shoe shop.
- 7 There's a squirrel on the bench.
- 8 There's a tree behind the bench.

**B** Complete the sentences with a preposition from the box to describe what is happening in the scene below.



up to onto along by into out of across past

- 0 A policeman is walking to the car.
- 1 The old man is coming towards the phone box.
- 2 His dog is jumping over the bench.
- 3 The squirrel is running up the tree.
- 4 The woman with the suitcase is going onto the railway station. She's going to travel by train.
- 5 Another woman is walking across the street.
- 6 A boy is cycling along the road past the coffee shop.

**C** Read the description and work out which one of the people pictured is the criminal. Then write descriptions of the other two people.



The criminal is in a striped shirt and jeans. The witness is not sure if it's a man or a woman, only that it was a person with long dark hair and with small ears. He or she might be wearing a hat or a cap. He or she is the only person with a briefcase and an umbrella, or perhaps it is a walking stick.

2

**D** Choose the correct preposition in brackets.

- 0 Let's meet (at/in/on) 6.30
- 1 The exam will take place (at/in/on) September 11th.
- 2 Did you see them (at/in/on) breakfast?
- 3 He found a kitten hiding behind a bush (for/within/during) his morning walk.
- 4 We'll be studying in Vienna (for/from/during) 1st May.
- 5 That's the photo-shop that makes copies (for/with/in/during) the hour.
- 6 Make sure the letter reaches us (for/within/by) the beginning of the school year.
- 7 We are renting a house in Tuscany (for/within/until) two weeks in July.
- 8 I'm going to Malta to visit some friends. I'll be back (by/for/in) a month.

**E** Correct the following sentences.

- 0 Please leave your coat in the bed. *Please leave your coat on the bed.*
- 1 You should never cycle for the pavement.
- 2 Is that a stain in the wall?
- 3 They work of cooks at MacDinah's.
- 4 Who's the woman of the newspaper?
- 5 We're travelling to France by Ian's motorbike.
- 6 We met for our school days.
- 7 What are you doing in New Year's Day?
- 8 He walked for a very long corridor.
- 9 I can't go there by foot.



## a/an, some, any, the, no article

Utilizamos **a/an** (un, -a):

Siempre con un nombre contable en singular	a pear a tree an apple an hour NO: a children, a water
Cuando no es necesario especificar de quién o qué estamos hablando:	We found a dog in our garden. (Da igual de qué perro se tratase.)
Para referirnos a las profesiones. Fíjate que en español no utilizamos ningún artículo:	She's an architect and I'm a doctor. NO: She's architect and I'm doctor.

Empleamos **some/any** (unos, -as, algo, algunos, -as):

Para introducir un nombre contable en plural:	some/any pears (unas/algunas peras), some/any children (unos/algunos niños)
Para acompañar a un nombre incontable	some/any bread (pan, algo de pan)
Cuando no es necesario especificar de quiénes o de qué cosas estamos hablando:	I bought some shoes today, but I didn't buy any bread.

Observa que en algunas de las frases de los ejemplos, la oración en español no lleva ningún artículo:  
I didn't buy any bread at the supermarket. (No compré pan en el supermercado.)

Utilizamos **the** (el/la/los/las):

Para acompañar a cualquier nombre, contable o incontable, singular o plural:	the girl, the information, the trees
Cuando estamos especificando de qué o quién estamos hablando, porque ya lo hayamos mencionado, o porque este claro por el contexto	A: I've bought a sweater. B: What colour is the sweater? (Se trata de jersey que ya se ha mencionado.) The moon is bright. (Sólo hay una luna.)
The acompaña a muchos nombres geográficos, especialmente las montañas, los ríos, y las islas:	the Andes (los Andes), the Canaries (las Canarias), the Thames (el Támesis)
The no puede acompañar a números ni a nombres con números.	Do exercise 3 on page 29 NO: Do the exercise 3 on the page 29.
The puede acompañar a los ordinales first, second, third, etc o a un nombre acompañado de cardinales.	Do the third exercise (Haz el tercer ejercicio.)

Fíjate que en inglés no utilizamos ningún artículo cuando hacemos afirmaciones generales o abstractas.

Si el nombre es contable, aparece en plural sin artículo. Observa que en español siempre necesitamos artículo:	Dogs are friendly animals. NO: The dogs are friendly animals. People need love. NO: The people need love.
Si el nombre es incontable, aparece en singular sin artículo. Observa que en español siempre necesitamos artículo	Everyone loves music. NO: Everyone loves the music.

Tampoco utilizamos artículo en algunas expresiones habituales con los verbos go/be, aunque en español sí lo empleamos a veces:

to go to bed (ir a la cama)	to be in bed (estar en la cama, durmiendo)
to go to class (ir a clase)	to be in class (estar en clase)
to go to prison (ir a la cárcel)	to be in prison (estar en prisión)
to go to church (ir a la iglesia, a misa)	to be at church (estar en la iglesia, en misa)
to go to work (ir al trabajo)	to be at work (estar en el trabajo)
to go to school (ir al colegio)	to be at school (estar en el colegio)

## Ejercicios

**1** In each pair of sentences, one sentence needs a/an, and the other needs the. Put them in.

- 'Mary' is \_\_\_\_\_ girls' name.  
'Mike' is \_\_\_\_\_ name my parents gave me.
- Batsford is \_\_\_\_\_ town where my uncle lives.  
Winchester is \_\_\_\_\_ town in the south of England.
- Trains don't stop here because \_\_\_\_\_ station is closed.  
Almost all towns have \_\_\_\_\_ railway station.
- My sister wants to make \_\_\_\_\_ programme about her favourite hobby.  
TV programme that we saw last night was terrible
- If you don't know how to get somewhere, you should ask \_\_\_\_\_ policeman.  
I know \_\_\_\_\_ police officer whose photo was in the paper.
- A German family lives in \_\_\_\_\_ house next to ours.  
My cousin can't find \_\_\_\_\_ house to buy anywhere.
- \_\_\_\_\_ woman behind you is Ann's mother.  
On the plane I was sitting next to \_\_\_\_\_ woman with beautiful, red hair.
- My cousin is going to climb \_\_\_\_\_ very high mountain.  
It's in \_\_\_\_\_ Pyrenees.

**2** Put a, an, some or the in the gaps.

Last Saturday we went for <sup>1</sup> \_\_\_\_\_ walk in <sup>2</sup> \_\_\_\_\_ area of Yorkshire where we had never been before. At about lunchtime, we came to <sup>3</sup> \_\_\_\_\_ village that wasn't on our map. It had <sup>4</sup> \_\_\_\_\_ pretty square with <sup>5</sup> \_\_\_\_\_ trees and <sup>6</sup> \_\_\_\_\_ old church. <sup>7</sup> \_\_\_\_\_ sun was very hot. There were <sup>8</sup> \_\_\_\_\_ people sitting under <sup>9</sup> \_\_\_\_\_ trees in <sup>10</sup> \_\_\_\_\_ square, and we asked them what <sup>11</sup> \_\_\_\_\_ village was called. They told us that they were strangers there, and that they didn't know <sup>12</sup> \_\_\_\_\_ name. <sup>13</sup> \_\_\_\_\_ woman heard what we were talking about. She came over to tell us that <sup>14</sup> \_\_\_\_\_ village was called Bridgend. She told us she had lived there since she was <sup>15</sup> \_\_\_\_\_ young girl, and that now she was <sup>16</sup> \_\_\_\_\_ grandmother.

**3** Translate the following sentences.

- ¿Tienes trabajo? *Have you got a job?* \_\_\_\_\_
- Está de vacaciones en las Rocasas.
- Nunca voy al trabajo los lunes.
- ¿Has traído zanahorias?
- Estaba muy enfermo y se fue al hospital.
- ¿Has conseguido información?
- Hay unas personas esperando en la recepción. \_\_\_\_\_
- La reunión es en la habitación 45.

## Los adjetivos: -ing/-ed

En inglés, el participio (-ed) y el gerundio (-ing) de muchos verbos pueden funcionar como adjetivos, pero fíjate que tienen significado distinto.



Ann was very **frightened**.  
(Ann estaba aterrorizada.)



The ghost was very **frightening**.  
(El fantasma era terrorífico.)

En la primera frase, el adjetivo **frightened** (aterrozada) sirve para describir los sentimientos de una persona, Ann. En la segunda, el adjetivo **frightening** (terrorífico) describe una característica del fantasma.

La misma relación se da en inglés entre muchos adjetivos verbales:

### ADJETIVO en -ing

Se utilizan para describir una cualidad o característica de una cosa o una persona.

The news is **surprising**.  
(La noticia es sorprendente.)

Your idea is **interesting**.  
(Tu idea es interesante.)

The lesson was **boring**.  
NO: The lesson was **bored**.  
(La lección se sintió aburrida.)

I went for a **relaxing** walk.  
(Di un paseo relajante.)

We heard a **worrying** weather forecast.  
(Oímos una preocupante previsión meteorológica.)

The situation was very **embarrassing**.  
(La situación era muy embarazosa.)

### ADJETIVO en -ed

Los usamos para describir cómo se siente alguien.

We are **surprised** by the news.  
(Estamos sorprendidos con la noticia.)

I'm **interested** in your idea.  
(Estoy interesado en tu idea.)

The students were **bored** during the lesson.  
(Los estudiantes se aburrían/estaban aburridos durante la lección.)

I was **relaxed** before the exam because I went for a walk.  
(Estuve relajado en el examen porque di un paseo.)

People were **worried** about the weather.  
(La gente estaba preocupada por el tiempo.)

I was very **embarrassed** in that situation.  
(Me sentí avergonzada en esa situación.)

Observa que no siempre podemos traducir estos adjetivos directamente al español.

A veces en español sólo tenemos una forma para los dos significados porque es el verbo SER/ESTAR el que establece la diferencia.

Simon is **boring**. (Simon es aburrido.)  
Simon is **bored**. (Simon está aburrido.)

Otras veces la traducción no se corresponde con un gerundio o un participio.

Simon is **bored**. (Simon se aburre.)  
The ghost was very **frightening**. (El fantasma era aterrador.)

## EXERCISES

**A** Choose the correct adjective in brackets ( ) to put in the gaps.

- It was a terrible play and I was **bored** (bored/boring) from start to finish.
- Are you **surprised** (surprised/surprising) or were you expecting this news?
- I'm reading a very **interesting** (interested/interesting) book at the moment.

- I've had a very **tired** (tired/tiring) day at work today and I want to go to bed.
- Most people were **surprised** (surprised/surprising) that he won the championship.
- I'm **bored** (bored/boring). Let's go out for a cup of coffee somewhere.
- Visit our **excited** (excited/exciting) new shop!
- His speech was very long and very **bored** (bored/boring).

**B** Complete each sentence using the correct word from the box. Use each word once.

bored interested surprising amusing boring amused surprised interesting

- Your idea is very **interesting**. Tell me more about it.
- He told me a very **surprising** story. I laughed and laughed.
- This is a terribly **boring** book. Nothing happens in it.
- She's **interested** in politics and often talks about it.
- She was **bored** because she had nothing to do all day.
- Everyone else thought it was funny, but she wasn't **amused**.
- It is **surprised** that she failed the exam, because she's a good student.
- Everyone was **amused** by the sudden noise.

**C** Complete the conversations with either the -ed or -ing form of the verbs in the box.

confuse bore disappoint surprise

- A: Do you understand what's happening in this film?  
B: No, it's very **confusing**.
- A: Did you think the film was good?  
B: No, I was **disappointed** from the beginning to the end. I nearly fell asleep.
- A: Was your trip to London as good as you expected?  
B: No, it was rather **boring**. I didn't like the place. People had told me that London was beautiful, but I thought it was dirty and ugly.
- A: Did you enjoy your course?  
B: No, I was **bored** because I thought I would learn more.
- A: Do you enjoy your job?  
B: No, it's very **disappointing**. I do the same things every day.
- A: Did you know that he was going to leave his job?  
B: No, I was very **surprised**. I had no idea he was planning to do that.

**D** Translate the following sentences.

- El final de la película fue muy decepcionante. *The end of the film was very disappointing.*
- ¿Por qué estás decepcionado?
- Este libro es muy divertido.
- Hemos recibido información muy confusa.
- Roberto está deprimido porque suspendió el examen.
- Sue fue a una película de miedo y se asustó mucho.



## La complementación del adjetivo

Fíjate en estas frases:

*She's good at maths.* (Ella es buena en matemáticas.)

*Bill is careless with his money.* (Bill es descuidado con su dinero.)

Observa que el adjetivo (*good, careless*) va seguido de una preposición (*at, with*) y un complemento (*maths, his money*). La preposición no es siempre la misma, sino que cambia de un adjetivo a otro. Así ocurre también en español:

### 1 ADJETIVO + EN + COMPLEMENTO

Adjetivo + *in* + Complemento

*She's very interested in old coins.*

(*Está muy interesada en las monedas antiguas.*)

Adjetivo + *at* + Complemento

*He's good at sport.* (Es bueno en deporte.)

*Jenny is brilliant at languages.*

(*Jenny es estupenda en idiomas.*)

### 2 ADJETIVO + CON + COMPLEMENTO

Adjetivo + *with* + Complemento

*John is very angry with my sister.*

(*John está muy enfadado con mi hermana.*)

*Tom was busy with his work.*

(*Tom estaba ocupado con su trabajo.*)

Adjetivo + *to* + Complemento

*Your friend was very kind to us.*

(*Tu amigo fue muy amable con nosotros.*)

*Ann's boss was very cruel to her.*

(*El jefe de Ann fue muy cruel con ella.*)

### 3 ADJETIVO + DE + COMPLEMENTO

Adjetivo + *of* + Complemento

*I'm not afraid of my teacher.*

(*No tengo miedo de mi profesora.*)

Adjetivo + *about* + Complemento

*Are you sure about her name?*

(*¿Estás seguro de su nombre?*)

### 4 ADJETIVO + POR + COMPLEMENTO

Adjetivo + *for* + Complemento

*France is famous for its cheese.*

(*Francia es famosa por sus quesos.*)

Adjetivo + *by* + Complemento

*I was surprised by his anger.*

(*Me quedé sorprendido por su furia.*)

### 5 ADJETIVO + A + COMPLEMENTO

Adjetivo + *on* + Complemento

*He's very keen on classical music.*

(*Es muy aficionado a la música clásica.*)

En ocasiones los adjetivos pueden llevar un verbo en GERUNDIO (-ing) como complemento. Fíjate que en español utilizamos el infinitivo de forma similar:

### 6 ADJETIVO + PREPOSICIÓN + GERUNDIO

*He was sick of washing dishes.* (Estaba harto de fregar platos.)

*Robert is very fond of talking.* (A Roberto le gusta mucho charlar.)

*I'm not very good at running.* (No se me da bien de correr.)

En algunos casos, el adjetivo puede ir seguido de un verbo en GERUNDIO (-ing) sin necesidad de preposición. En español unas veces utilizamos el gerundio, otras el infinitivo:

### 7 ADJETIVO + GERUNDIO

*They were busy getting things ready.* (Estaban ocupados preparándolo todo.)

*It's no good worrying about the weather.* (No sirve de nada preocuparse por el tiempo.)

*It's not worth taking the car. We can walk.* (No vale la pena llevarse el coche. Podemos caminar.)

### A Put in the missing prepositions (e.g. with, of).

0 Mary was pleased with her exam results. She had got good marks in most subjects.

1 Thanks for your help. You have been very kind to us.

2 I'm not sure about the price, but I think they cost about £5.

3 It was the day of the concert, and everyone was busy with the preparations.

4 I like geography and I'm very interested in history as well.

### B Write these short dialogues in the Present Simple. Use the words in brackets and any prepositions (e.g. with, of, at) that you need.

0 A: (Jane, why/be/you/angry/Peter?) – B: (Because he/be/very careless/his money)

A: Jane, why are you angry with Peter?

B: Because he is very careless with his money.

1 A: (be/their daughter/good/school work?) – B: (Yes, in fact she/be/brilliant/everything)

A:

B:

2 A: (Why/be/Mr Bell's dog/afraid/him?) – B: (Because he/be/often/cruel/it)

A:

B:

3 A: (be/you/pleased/Peter's exam results?) – B: (Yes, we/be/very proud/him)

A:

B:

### C Use the words in brackets to write complete sentences. Use the Present Simple. Add any necessary prepositions and make any necessary changes.

0 (Mrs Jackson/be/always/kind/me)

Mrs Jackson is always kind to me.

1 (I/be/not/worth/stay/until the end of the conference)

2 (Mary/be/very good/make/people happy)

3 (I/be/very interested/Jill's new ideas)

4 (Tom/be/busy/talk/to the guests)

### D Translate the following sentences.

0 Estoy muy agradecida por sus consejos. I'm very grateful for your advice.

1 ¿Por qué eres tan cruel conmigo?

2 No sirve de nada quejarse de los problemas.

3 No se me da bien tocar la guitarra.

4 Somos famosos por nuestras enormes ventas.

5 Están hartos de esperar.

## since, for, ago, ever, already, yet, just, still

Los adverbios de frecuencia aparecen con Present Simple en respuesta a la pregunta **how often?** (¿con qué frecuencia?), pero cambian de posición según su tamaño.

Los más breves se colocan normalmente delante del verbo principal o detrás de **be**: **never** (nunca), **always** (siempre), **usually** (habitualmente), **often** (a menudo), **seldom** (casi nunca).

Los más largos se colocan al final de la oración: **every day/week/month/year** (todos los días/semanas/meses/años), **once/twice a day/week etc.** (una vez/dos veces al/por día, semana, etc.).

They **seldom** visit their family.  
(Casi nunca visitan a su familia.)  
I'm **never** at home before 4 o'clock.  
(Nunca estoy en casa antes de las cuatro.)

Do you water your plants **every week**?  
(¿Riegas tus plantas todos las semanas?)  
I feed my cat **three times a day**.  
(Doy de comer a mi gato tres veces al día.)

Las preposiciones **since** (desde) y **for** (desde hace) aparecen con tiempos verbales perfectos (Present Perfect, Present Perfect Continuous, Past Perfect...), en respuesta a preguntas con **how long?** (¿cuánto tiempo?):

**Since** (desde) introduce un momento en el tiempo o una fecha:

**For** (desde hace) introduce un período de tiempo:

Observa que **since** puede ser también una conjunción e introducir una oración completa, pero **for** no:

**For** puede acompañar a otros tiempos verbales, pero su significado es distinto (durante):

She hasn't played tennis **since** January.  
(No juega al tenis desde enero.)

She hasn't played tennis **for** several months.  
(No juego al tenis desde hace varios meses.)

She hasn't played tennis **since** she broke her arm last January. (No juega al tenis desde que se rompió el brazo en enero.)

They stayed with us **for** six days.  
(Se quedaron con nosotros durante seis días.)

La preposición **ago** (hace...) aparece con Past Simple en respuesta a preguntas con **when?** (¿cuándo?), o **how long ago?** (¿desde cuándo?):

**Ago** se coloca tras el período de tiempo, no delante:

The war started 50 years **ago**.  
(La guerra comenzó hace 50 años.)  
NO: The war started ago 50 years.

Los adverbios **ever** (alguna vez, en alguna ocasión), **just** (ahora mismo, hace un momento), **already** (ya), **yet** (todavía no) aparecen con tiempos perfectos (Present Perfect, Present Perfect Continuous, Past Perfect, etc.). **Still** (todavía) aparece por lo general con tiempos continuos.

Se colocan delante del verbo principal:

Have you **ever** sung in the shower?  
(¿Has cantado en la ducha alguna vez?)  
She's **already** left. (Ella se ha ido ya.)  
The match has **just** started.  
(El partido acaba de comenzar.)  
We are **still** writing our essay.  
(Todavía estamos escribiendo el ensayo.)

**Yet** aparece en oraciones interrogativas y negativas, y suele ocupar la posición final:

Have you finished your exam **yet**?  
(¿No has terminado el examen todavía?)  
She hasn't made dinner **yet**.  
(Ella todavía no ha preparado la cena.)

**A** Complete the questions with **When**, **How long**, **How long ago**, **How often**. Sometimes more than one answer is possible.

- 0 **When/How long ago** did you leave the office?
- 1 did his mother get her new job?
- 2 have they worked here?
- 3 did you buy that car?
- 4 do you walk to school?
- 5 have you been learning English?
- 6 did you last see a good film?
- 7 have you had that watch?
- 8 do you eat Chinese food?

**B** Rewrite these sentences, putting the word in brackets in the correct place.

- 0 Have you done your homework? (yet) *Have you done your homework yet?*
- 1 Do they go to the beach? (often)
- 2 They're at home. (still)
- 3 The postman comes at 7 o'clock. (every day)
- 4 I've read today's paper. (already)
- 5 He came to the party. (afterwards)
- 6 Have you seen a giraffe? (ever)
- 7 They haven't brought the new TV set. (yet)
- 8 The doctor checks on his patients. (twice a day)

**C** Put in **when**, **how long**, **ago**, **since**, **for** or **from** in the gaps.

- 0 **When** did you leave the office?
- 1 My mother died five years ..
- 2 I was at university .. 1989 to 1993.
- 3 They've worked here .. about five years
- 4 We've lived here .. 1989.
- 5 .. did you start your present job?
- 6 .. have you had your present job?

**D** Correct the following sentences.

- 0 They've opened the shop just. *They've just opened the shop.*
- 1 We don't see him since April. ....
- 2 I've been writing to him since a year. ....
- 3 They haven't still finished. ....
- 4 He arrived after. ....
- 5 I have had my dog seven years ago. ....
- 6 When did you travel last to Egypt? ....
- 7 How long did the party start? ....



## Las oraciones impersonales: it/there/they

Fíjate en estas oraciones.

*There is a good programme on Sunday. It's a documentary on wildlife.*  
(Hay un buen programa el domingo. Es un documental sobre fauna.)  
*There were two buses for the station. They were empty.*  
(Había dos autobuses para la estación. Los dos estaban vacíos.)

A menudo utilizamos *there* junto con el verbo *be* en cualquiera de sus formas para describir de manera impersonal las cosas o las personas. Una vez que el sujeto ya se conoce, utilizamos el pronombre correspondiente.

Observa que *there + be* sirve también para decir el número de cosas o personas:

*I was at the bus stop. There were twelve people there.* (Yo estaba en la parada de autobús. Había 12 personas allí.)

También se puede decir el número junto con *of* y el pronombre correspondiente:

*There were 12 of us at the bus stop.* (Éramos 12 en la parada de autobús.)

*There* aparece con muchos tiempos verbales de *be*, e incluso en combinación con modales. Aquí tienes algunos ejemplos:

There is/are (Hay)	There are no schools near here.
There was/were (Había/Hubo)	Was there a key under the pot?
There has been/have been (Ha habido)	There have been many letters to the editor.
There had been (Había habido)	The road was blocked because there had been an accident.
There will be (Habrá)	There won't be any live music at the party.
There is/are going to be (Va a haber)	There's going to be a test on Monday.
There may be (Puede que haya)	There may be some time left after the lesson.
There must be (Debe haber)	There must be a good film on TV.
There could be (Podría haber)	There could be a criminal out there.
There used to be (Solía haber)	There used to be a cinema at the corner.

El pronombre *it* también puede aparecer como sujeto de oraciones impersonales, aunque en español lo más frecuente es que no haya pronombre alguno:

Cuando se dice la hora o la fecha.	It was 10:30. (Eran las diez y media.)
Cuando se habla del tiempo.	It's sunny. (Hace sol.)
Para expresar distancias.	It's 10 km to the petrol station. (Estamos a 10 kms. de la gasolinera.)
Para describir la duración de un proceso, con el verbo <i>take</i> .	It takes seven years to become a doctor. (Se tarda 7 años en hacerse médico.)
Cuando el sujeto es excesivamente largo, se puede sustituir con <i>it</i> .	It's important to eat fruit and vegetables. (Es importante comer fruta y verdura.) Arriving in time to get seats is essential. It is essential to arrive in time to get seats. (Es indispensable llegar con tiempo para conseguir asientos.)

**A** Put in *there is*, *there are*, *it is* or *they are*.

- 0 *There are* two cinemas in our town; *they are* both near my flat.
- 1 \_\_\_\_\_ one train on Sundays; \_\_\_\_\_ an express train.
- 2 \_\_\_\_\_ two national holidays this month, and \_\_\_\_\_ both on a Friday.
- 3 \_\_\_\_\_ several trees in our garden, but \_\_\_\_\_ not very tall.
- 4 \_\_\_\_\_ a big lake in the park; \_\_\_\_\_ very deep.

**B** Use *there* and the words in the box to complete the sentences. Use each word in the box once.

have been is maybe used to be was will be

- 0 *There is* \_\_\_\_\_ an accident on this road almost every day.
- 1 Last year \_\_\_\_\_ a terrible fire at that factory.
- 2 Next Monday at 7 p.m. \_\_\_\_\_ a meeting of the committee.
- 3 When I was young, \_\_\_\_\_ a lot more cinemas than there are now.
- 4 Since 1900 \_\_\_\_\_ two world wars.
- 5 \_\_\_\_\_ a late-night bus, but I'm not sure if there is.

**C** Rewrite the sentences using the word in brackets and *it* or *there*.

- 0 There was a lot of snow last winter.  
(snowed a lot) *It snowed a lot last winter.*
- 0 It's quite cloudy this morning.  
(quite a lot of cloud) *There's quite a lot of cloud this morning.*
- 1 There was a lot of rain last night.  
(rained a lot)
- 2 It was quite foggy at the weekend.  
(quite a lot of fog)
- 3 There's a lot of cloud this morning.  
(very cloudy)
- 4 It rained quite a lot last week.  
(quite a lot of rain)

**D** Translate the following sentences.

- 0 Había 40 caballos en el desfile. *There were 40 horses in the parade.*
- 1 Estamos a 20 millas de Los Angeles.
- 2 Tardo 10 minutos en ducharme.
- 3 Solía haber un museo en mi ciudad.
- 4 Es poco saludable fumar 3 paquetes al día.
- 5 No es posible que haya una puerta trasera.
- 6 Va a haber una entrevista en vivo con Tom Cruise.
- 7 Ha habido muchos problemas con el ordenador.

# 35 Los artículos, adjetivos y adverbios

**A** Complete the sentences with *a/an/some/any/the*. If no word needs to be added, put a cross.

- 0 Do ~~A~~ philosophers work very hard?
- 1 Can you get me \_\_\_\_\_ umbrella from the hall?
- 2 There aren't \_\_\_\_\_ plastic bags. We need a few.
- 3 We are flying to \_\_\_\_\_ Canaries for the Christmas holidays.
- 4 Please open your books on \_\_\_\_\_ page 59.
- 5 Did you shut down \_\_\_\_\_ computer before leaving?
- 6 I know you like \_\_\_\_\_ salad. Have \_\_\_\_\_ more.
- 7 We live on \_\_\_\_\_ fourth floor.
- 8 He's \_\_\_\_\_ art student.
- 9 \_\_\_\_\_ money makes lots of \_\_\_\_\_ people happy.

**B** Choose the correct preposition in brackets.

- 0 They were interested (at/in/on) my proposal.
- 1 Sorry, I'm not keen (at/in/on) sports.
- 2 I'm proud (for/of/at) him. He has won another prize!
- 3 Spain is famous (about/in/for) its paella.
- 4 He's never sure (of/for/with) the right way to go.
- 5 Please don't be cruel (at/with/to) animals.
- 6 Are you really so good (in/at/to) Chemistry?
- 7 I can't go out tonight. I'm busy (of/with/to) the travel arrangements.
- 8 I'm sick and tired (of/for/by) waiting for you every day!

**C** Complete the sentences with the correct adjective from the box.

surprised tired confusing fascinating moving boring  
annoying relaxing worried depressed exciting

- 0 Why are you so depressed? Because I've lost my passport.
- 1 Calm down. You need to take things easy. Why don't you listen to some music?
- 2 You look \_\_\_\_\_. Why?  
I've never seen anything like this before!
- 3 That loud noise is driving me crazy. Can anyone please stop that \_\_\_\_\_ noise?
- 4 You've been silent for hours. What have you been doing?  
I've been reading a \_\_\_\_\_ book. I couldn't put it down.
- 5 Did you hear the news? We're going to get a rise!  
Really? That's so \_\_\_\_\_!
- 6 I need to find a new job. What I am doing now is so \_\_\_\_\_.
- 7 Why do your parents look so \_\_\_\_\_?  
Because my grandmother is in hospital.
- 8 The film was really \_\_\_\_\_. Everyone was crying.

9 They have explained the instructions several times, but I don't understand them. They are so \_\_\_\_\_.

10 We've been practising all day, so we are awfully \_\_\_\_\_.

**D** Put the verbs in brackets into the correct tense.

- 0 I saw \_\_\_\_\_ (see) Tony two or three days ago.
- 1 Nothing interesting \_\_\_\_\_ (happen) since my birthday.
- 2 They \_\_\_\_\_ (give) us the news a few hours ago.
- 3 He \_\_\_\_\_ (go) to his club once a week.
- 4 How long \_\_\_\_\_ (you/wait) for the bus?
- 5 Marilyn Monroe \_\_\_\_\_ (die) over thirty years ago.
- 6 Marilyn Monroe \_\_\_\_\_ (be) dead for over thirty years.
- 7 The letter \_\_\_\_\_ (not arrive) yet.
- 8 Michelangelo \_\_\_\_\_ (live) from 1475 to 1564.
- 9 How long ago \_\_\_\_\_ (the police/find) the criminal?
- 10 We \_\_\_\_\_ (not/meet) our friends for several months.

**E** Read this text:

The film *The Storm* was made in 1972. The stars were Anna Strong and Douglas Wild, they had never met before. The film took eleven months to make, from January to November 1972, and it cost a lot of money. Luckily, it was an enormous success and it was shown in cinemas from 1972 to 1977, and in 1988 and 1990. Anna and Douglas met once in 1992. But they did not see each other again, before Anna died in a car accident in 1993.

Now complete the questions and answers about the text.

- 0 A: When was *The Storm* made?  
B: It was \_\_\_\_\_ was made over 20 years ago.
- 1 A: \_\_\_\_\_ Anna and Douglas first meet?  
B: They \_\_\_\_\_ in 1972, when they made *The Storm*.
- 2 A: \_\_\_\_\_ did the film take to make?  
B: It \_\_\_\_\_ eleven months to make, \_\_\_\_\_ January to November.
- 4 A: When \_\_\_\_\_ Anna and Douglas \_\_\_\_\_ meet?  
B: They last \_\_\_\_\_ in 1992.
- 5 A: \_\_\_\_\_ has Anna been dead?  
B: She \_\_\_\_\_ dead \_\_\_\_\_ 1993.

**F** Rewrite these sentences using the words in brackets.

- 0 I saw a child at the door. (children) I saw some children at the door.
- 1 There aren't any tomatoes in the fridge. (milk)
- 2 Are you interested in the truth? (sure)
- 3 I was annoyed by the noise. (annoying) \_\_\_\_\_
- 4 The restaurant is still open. (yet) \_\_\_\_\_
- 5 A cat is a loving animal. (cats)
- 6 I haven't seen him for two months. (last)
- 7 We met in 1998. (ago)



## Las oraciones condicionales (1): zero conditional/first conditional

Llamamos 'condicional cero' a aquella en la que la condición siempre se cumple.

### Forma

CONDICIÓN If + PRESENT SIMPLE	ACCIÓN PRINCIPAL PRESENT SIMPLE
If it's very cold,	I don't cycle to work.
(Si hace mucho frío,	... no voy al trabajo en bici.)

### Uso

Esta estructura se utiliza para verdades universales.  
If es intercambiable con When (When it's very cold, I don't cycle to work.).

La primera condicional, o 'condicional real', establece una condición que tiene altas probabilidades de cumplirse.

### Forma

CONDICIÓN • If + PRESENT SIMPLE	ACCIÓN PRINCIPAL will/won't + VERBO
If I see Ann,	... I'll invite her. NO: If I will see Ann
(Si veo a Ann	... la invitaré.)
• Unless + PRESENT SIMPLE	will/won't + VERBO
Unless he tells me the truth,	... he won't get his present.
(A no ser que me diga la verdad	... no recibirá su regalo.)

### Uso

Esta estructura se utiliza para acontecimientos que tienen muchas probabilidades de ocurrir en el futuro porque es fácil que se cumpla la condición.

Unless (a no ser que) establece una condición negativa:

If he doesn't tell me the truth, he won't get his present.

(A no ser que me diga/Si no me dice la verdad, no recibirá su regalo.)

Observa que en lugar de will/won't también podemos utilizar un verbo modal:

If it's hot, we can go to the beach. (Si hace calor, podemos ir a la playa.)

Y también expresar la acción principal en imperativo:

If it's hot, bring your swimsuit. (Si hace calor, trae el bañador.)

Las siguientes conjunciones pueden aparecer en lugar de if, pero son menos frecuentes:

provided (that) (siempre y cuando)	The roof is safe provided (that) nobody climbs on it.
on condition that (a condición de que)	The apartment is yours on condition that the rent is paid every month.
so/as long as (siempre que)	So/As long as there's music in the background, I can relax.

Recuerda que cuando la condición aparece primero, insertamos una coma para separarla de la acción principal:

If I'm at home, I'll give you a call. (Si estoy en casa, te llamaré.)

## Exercise

**A** Complete each sentence using the verb in brackets in the Present Simple or with will, as in the examples.

- If she wins (win) a prize, Mary will be (be) very happy.
- If John \_\_\_\_\_ (come) this weekend, we \_\_\_\_\_ (go) to the theatre.
- If Ann \_\_\_\_\_ (write) to me, I \_\_\_\_\_ (tell) you what she says.
- My father \_\_\_\_\_ (forgive) Susan if she \_\_\_\_\_ (pay) for the broken window.
- Jack \_\_\_\_\_ (feel) a lot better if he \_\_\_\_\_ (stop) smoking.
- If Bob \_\_\_\_\_ (need) some money, we \_\_\_\_\_ (lend) him some.
- If Mark \_\_\_\_\_ (listen) to the instructions, he \_\_\_\_\_ (know) what to do.

**B** Rewrite the underlined words using the words in brackets.

- They won't let her in to the concert unless she has a ticket.  
(if) They won't let her in if she doesn't have a ticket.
- We won't go and see that film if you don't want to.  
(unless) We won't go and see that film unless you want to.
- The doctor will not see you if you do not telephone first.  
(unless) The doctor will not see you \_\_\_\_\_.
- You can't go and stay at the Johnsons' unless they invite you.  
(if) You can't go and stay at the Johnsons' \_\_\_\_\_.
- You can't be a sailor unless you can swim.  
(if) You can't be a sailor \_\_\_\_\_.
- Our team will be in trouble if we don't win on Saturday.  
(unless) Our team will be in trouble \_\_\_\_\_.

**C** Correct the following sentences.

- If we will have enough money, we will go on holiday.  
If we have enough money, we will go on holiday.
- Unless Peter doesn't come to the party, nobody will have fun.
- When people are worried, they won't work well instead?
- If there aren't enough plates we can have dinner together.
- I will change my car if I get a better job, but I'm not sure.
- I'll reply unless you write?
- If you are bored, might come and see me.
- Will there be a bus if we'll arrive at night?

## Las oraciones condicionales (2): second conditional

Llamamos a esta condicional 'irreal' porque es la que sirve para imaginar otras situaciones diferentes de la real, y también para expresar nuestros deseos.

Utilizamos este tipo de oración para imaginar situaciones diferentes a la actual.

### Forma

CONDICIÓN	ACCIÓN PRINCIPAL
If + PAST SIMPLE	would/wouldn't + INFINITIVE
If I worked harder, (Si trabajara más, ...)	I'd get better grades. (tendría mejores notas.)
NO: If + would-work harder ...	
Fíjate que aunque en español utilizamos el subjuntivo, en inglés no se distingue del indicativo	

### Uso

If I had a car (Si tuviera coche)	I'd be more punctual. (sería más puntual.)	Se refiere a acontecimientos que tienen muy pocas posibilidades de cumplirse. La situación real es que no tengo coche.
If Spain didn't have any beaches, (Si España no tuviera playas,	would it still be popular with tourists? (¿seguiría viniendo los turistas?)	Es evidente que España tiene playas. Se trata simplemente de una situación imaginaria.
If we won the lottery, (Si nos tocara la lotería,	we would go to the Bahamas. (iríamos a las Bahamas.)	Expresa nuestro deseo, pero la probabilidad de que la condición se cumpla es mínima.

Fíjate que, además de **would**, es frecuente que aparezcan los modales **could** y **might**:

- If we had a lot of money, we could have our own airplane.  
(Si tuviéramos mucho dinero, podríamos tener nuestro propio avión.)  
If she worked harder, she might have a better job. (Si ella trabajara más, podría tener un trabajo mejor.)

Además, es posible utilizar **were** para todas las personas del pasado de **be**:

- If Anna was/were my girlfriend, I would be the happiest man on earth.  
(Si Anna fuera mi novia, sería el hombre más feliz del mundo.)

La expresión **if I were you** sirve para introducir un consejo

- If I were you, I'd go to the police. (Si yo fuera tú, iría a la policía.) NO: If I was you.

### Complete these sentences.

- If Sally lived in Brighton, she \_\_\_\_\_ (she/be) near her parents.
- Fred would read more if he \_\_\_\_\_ (he, not/work) so hard.
- If Elizabeth didn't have to work in the evenings, \_\_\_\_\_ (she, go) to concerts.
- Susan wouldn't go to work by car if \_\_\_\_\_ (she, live) near a train station.
- Alan wouldn't be fat if \_\_\_\_\_ (he/not/eat) so much.
- If Peter didn't live in a flat, \_\_\_\_\_ (he/have) a dog.

- Pam would definitely learn French if \_\_\_\_\_ (she/get) a job in France.
- If Mark wanted to be healthy, \_\_\_\_\_ (he/not/smoke).

### In the next few years.

- It is unlikely that astronauts will visit Mars.  
It is unlikely that governments will stop buying guns.  
It is unlikely that doctors will find a cure for cancer.  
It is unlikely that they will discover oil in Ireland.  
It is unlikely that young people will stop liking pop records.

Now use the predictions in the box to complete these sentences.

- If governments stopped buying guns, the world would be safer.
- If \_\_\_\_\_, the Irish would be very happy.
- If \_\_\_\_\_, this terrible disease would disappear.
- If \_\_\_\_\_, the popular music industry would disappear.
- If \_\_\_\_\_, we would learn a lot about the planet.

### Imagine how life nowadays could be better. Complete the sentences using the words in brackets, and any other words you need

- People don't do enough exercise, so there is a lot of heart disease.  
(more, less) If people \_\_\_\_\_, there would be less heart disease.
- There are too many cars. The city is very polluted.  
(fewer) I wish there \_\_\_\_\_, then the city wouldn't be very polluted.
- People drive too fast, so there are a lot of accidents.  
(more slowly, wish people \_\_\_\_\_, then there would be fewer accidents.
- People watch too much TV, so they don't have much time for reading.  
(more) If people watched less TV, they \_\_\_\_\_.
- Children have bad teeth because they eat too many sweets.  
(fewer) Children would have better teeth if they \_\_\_\_\_.
- Not enough people travel by bus, so the roads are crowded.  
(more) I wish \_\_\_\_\_, then the roads would be less crowded.
- People haven't got enough time to cook, so they eat a lot of 'fast food'.  
(more, less) If people \_\_\_\_\_, they \_\_\_\_\_.

### Translate the following sentences.

- Iríamos al cine si tú quisieras. *We'd go to the cinema if you wanted/liked.*
- Si fuéramos en avión llegaríamos antes.
- Tendrían que escucharte si insistieras.
- Si you fuera tú, me quejaría.
- Los niños se quedarían en casa si lloviera.
- Me escribirías si tuvieras mi dirección?
- No veríamos nada si no tuviéramos velas.
- Si dejaras de fumar respirarías mejor.



## Las oraciones condicionales (3): third conditional

Utilizamos esta condicional para referirnos a acontecimientos pasados que nunca llegaron a realizarse.

### Forma

CONDICIÓN  
If + PAST PERFECT

If we had caught the bus, ...  
(Si hubiéramos cogido el autobús,  
NO: If we would have caught,

ACCIÓN PRINCIPAL  
would/wouldn't + have + PARTICIPIO

... we would have been in time.  
*habríamos llegado con tiempo.*)

### Uso

If Jane had come on her  
usual train, ...  
(Si Jane hubiera cogido el  
tren de siempre, ...)

... I would have seen her.  
*yo la habría visto.)*

La frase expresa que la situación no se  
desarrolló como el hablante esperaba o  
deseaba. En este caso, Jane no iba en su  
tren de siempre, y por tanto no llegaron  
a encontrarse.

If I hadn't lost your  
number  
(Si no hubiera perdido  
tu número, ...)

would have phoned  
you.  
*... te habría llamado.)*

Puesto que el hablante perdió el número  
de teléfono, no llegó a llamar

Fíjate que, además de **would**, es frecuente que aparezcan los modales **could** y **might**:

*If we had had enough money, we could have bought our own airplane.*

(Si hubiéramos tenido suficiente dinero, podríamos habernos comprado nuestro propio avión.)

*If she had worked harder, she might have obtained a better job.*

(Si ella hubiera trabajado más, podría haber obtenido un trabajo mejor.)

Observa también que se puede utilizar otras formas frasales en la condicional.

Aquí tienes algunos ejemplos.

*If he's still waiting for you, he'll be very angry.* (Si todavía te está esperando, será enfadado.)

*If you pass your exam I'm going to buy you a big present.* (Si apruebas el examen, te voy a comprar un gran regalo.)

*If you were listening, you'd understand.* (Si me estabas escuchando, entenderías.)

*If I could eat something, I would.* (Si pudiera comer algo, lo haría.)

Use the information in brackets ( ) to complete these sentences.

0 (Sam didn't get the job as a translator because he failed the exam.)

Sam would have got the job as a translator if he had not  
failed the exam

1 (Alan lost our phone number, so he didn't phone us.)

If Alan hadn't lost our phone number, he would have phoned us.

2 (Sally broke her leg, so she didn't go on holiday.)

If Sally hadn't broken her leg, she would have gone on holiday.

3 (We didn't make a cake because we forgot to buy any eggs.)

We would have made a cake if we hadn't forgotten to buy some eggs.

Read this story about Ellen.

In May 1992 Ellen lost her job in London. She didn't have much money in the bank, so she was very worried. She looked in the newspapers and she saw an advertisement for a job as a translator from German into English. She didn't speak German very well, so she didn't apply for it. In June, she heard about some teaching jobs abroad because a friend phoned to tell her about them. She phoned the company, and they asked her to go for an interview with the director. Ellen thought the interview went badly, but in fact the director was happy with the interview and offered Ellen a job in Spain. However, Ellen couldn't start at once because she didn't know any Spanish. She took a course to learn the language. She was good at languages and she made rapid progress. So, by September she had a new job, and she still had a little money left in the bank.

Now write sentences using the words in brackets.

0 (If Ellen/had/a lot of money in the bank, she/not/be/so worried)

*If Ellen had had a lot of money in the bank, she wouldn't have been so worried.*

0 (If she/not/look/in the newspapers, she/not/see/the advertisement)

*If she hadn't looked in the newspapers, she wouldn't have seen the advertisement.*

1 (If she/speak/German very well, she/apply/for the job)

2 (If her friend/not/phone, she/not/hear/about the teaching jobs)

3 (If she/not/contact/the company, they/not/ask/her to go for an interview)

4 (If the interview/go/badly, the director/not/offer/Ellen a job)

5 (If Ellen/know/some Spanish, she/start/at once)

6 (If she/not/be/good at languages, she/not/make/rapid progress)

Correct these conditional sentences.

0 If you would have eaten lunch, you wouldn't be hungry.

*If you had eaten lunch, you wouldn't be hungry.*

1 Unless he can't pass the exam, he won't be able to go to University

2 There are floods in this area if it will rain.

3 The city would be much improved if they would build a new library.

4 If I were you, I had bought the tickets earlier.

5 If Christmas wouldn't have been so busy, I would have spent more time at home.

## Deseos, quejas y remordimientos: I wish

En inglés utilizamos varias estructuras con el verbo wish para expresar insatisfacción sobre un acontecimiento o una situación, sea en el presente, el futuro, o el pasado.

### PARA SITUACIONES EN EL FUTURO

PRON + wish +

I wish ...  
(Ojalá que ...)

Alex wishes ...  
(Ojalá que Alex ...)

PRON + would + INFINITIVO

... we would see each other more often.  
... nos veamos más a menudo.)

NO: I wish we'll see each other more often.  
... he would go to the Madonna concert.  
... vaya al concierto de Madonna.)

NO: He wishes he'll go to the Madonna concert.

Fíjate que esta expresión se utiliza a menudo como una queja, cuando la persona no cree que la situación vaya a cambiar. En cambio, si pensamos que algo sí puede cambiar, utilizamos el verbo hope con el futuro will para expresar nuestra esperanza:

I hope we'll see each other more often. (Espero que nos veamos más a menudo.)

### PARA SITUACIONES PRESENTES

PRON + wish +

I wish  
(Ojalá que  
Mary wishes  
(Ojalá que Mary  
I wish  
(Ojalá que

PRON + PAST SIMPLE

Cervantes was still alive.  
Cervantes estuviera vivo.)  
she had enough money for a new dress.  
... tuviera suficiente dinero para un vestido nuevo.)  
I was very rich.  
... yo fuera muy rico.)

Fíjate que esta expresión sirve para lamentarse de situaciones presentes que nada puede alterar (por ejemplo, no podemos resucitar a Cervantes).

### PARA SITUACIONES PASADAS



PRON + wish +

I wish ...  
(Ojalá que ...  
Tim wishes ...  
(Ojalá que Tim ...  
I wish ...  
(Ojalá que ...

PRON + PAST PERFECT

... I had studied hard at school.  
... hubiera estudiado más en el colegio.)  
... he hadn't gone to bed so late last night.  
... no se hubiera ido a la cama anoche tan tarde.)  
... I had won the lottery.  
... yo hubiera ganado la lotería.)

Observa que esta estructura sirve para expresar arrepentimiento por los errores que cometimos en el pasado.

## Exercises

Bill and Diana are arguing. Write what complaints each has about the other, using pronoun + wish + pronoun + would + infinitive.

Bill	Diana
Diana never walks the dog	Bill is always late
Diana's parents call late at night	Bill never irons his clothes
Diana spends too much time at her computer	Bill forgets to lock the door

0 Bill wishes that Diana would walk the dog.

1 Bill wishes \_\_\_\_\_

2 Bill \_\_\_\_\_

3 Diana wishes \_\_\_\_\_

4 Diana \_\_\_\_\_

5 Diana \_\_\_\_\_

A manager tells people why they can't have a job. Write their thoughts with I wish.

0 You don't have a driving licence, so you can't have the job.

I wish I had a driving licence.

0 You can't have the job because you can't type.

I wish I could type

1 You can't have the job because you don't have good eyesight.

I wish \_\_\_\_\_

2 You can't speak German, so you can't have the job.

I wish \_\_\_\_\_

3 You don't have a degree, so you can't have the job.

I wish \_\_\_\_\_

4 You can't have the job because you are not 18.

I wish \_\_\_\_\_

Write sentences about these people who are sorry about things they did in the past. Use wish or wishes.

0 Ian wasted his time at school, now he's sorry.

Ian wishes he hadn't wasted his time at school.

1 I didn't tell the truth, now I'm sorry.

I wish \_\_\_\_\_

2 John borrowed some money from his mother, now he's sorry.

John \_\_\_\_\_

3 Mary didn't get up early, now she's sorry.

Mary \_\_\_\_\_

4 Peter didn't go to the party, now he's sorry.

Peter \_\_\_\_\_

5 I didn't send Jill a birthday card, now I'm sorry.

I \_\_\_\_\_



## La oración pasiva (1): passive sentences (present, past, will)

Fíjate en estas oraciones:

Oración en activa

SUJETO	VERBO EN ACTIVA	OBJETO DIRECTO
Ann	→ took →	these photos.

Oración en pasiva

SUJETO	VERBO EN PASIVA	COMPLEMENTO AGENTE
These photos	→ were taken →	by Ann.

Las dos oraciones se refieren a la misma acción, pero la cuentan de manera diversa. En la primera frase, lo que interesa es lo que hizo Ann, que es el sujeto, mientras que en la segunda lo que tiene más importancia es las fotos que se hicieron (por eso es el sujeto en pasiva), y quién las hizo sólo tiene una importancia secundaria.

La voz pasiva se utiliza en inglés para:

Acciones cuyo sujeto activo se desconoce o no es importante.

Our car was made in Korea.  
(No sé qué personas concretas, y probablemente no importa.)

Enfatizar una parte concreta de la oración.

We finished the work today (Lo que interesa es que nosotros hemos terminado, por ejemplo si hemos estado trabajando muy duro.)  
The work **will be finished** today. (Si queremos tranquilizar a nuestro cliente de que la tarea que nos encargó va a estar lista a tiempo.)

Observa que por lo general, las oraciones pasivas no incluyen el complemento agente (by + nombre). Este sólo aparece si es un dato verdaderamente relevante.

Hamlet was written by Shakespeare  
NO: Hamlet was written for Shakespeare.

El verbo pasivo está compuesto de un tiempo de be + PARTICIPIO. Estos son algunos ejemplos:

ACTIVA	PASIVA
Present Simple: take, takes	is/are taken
Present Continuous: am/is/are taking	am/is/are being taken
Past Simple: took	was/were taken
Past Continuous: was/were taking	was/were being taken
will, will take	will be taken
going to: am/is/are going to take	am/is/are going to be taken

**A** Complete the sentences with a passive form of the verb in brackets.

- 0 Bread *is made* \_\_\_\_\_ (make) from flour.
- 0 I was at school when these houses *were being built* \_\_\_\_\_ (was building).
- 1 Cakes \_\_\_\_\_ (make) from flour.

- 2 We lived in a caravan in the garden while our house \_\_\_\_\_ (was building).
- 3 These cups \_\_\_\_\_ (broke) when we arrived.

**B** Make questions from the passive sentences in brackets.

- 0 (That car was made in Germany.) Where *was that car made?*
- 1 (Mary was examined by the doctor this morning.) When \_\_\_\_\_
- 2 (The food will be ready soon.) When \_\_\_\_\_
- 3 (This window has been broken three times.) How many times \_\_\_\_\_

**C** Write the negative of the sentences in exercise B.

- 0 That car *was not made in Germany*
- 1 Mary \_\_\_\_\_
- 2 The food \_\_\_\_\_
- 3 This window \_\_\_\_\_

**D** Each of the following sentences tells us something about a person. Express the same fact in a sentence that tells us about the thing and that has a passive verb. Use by.

- 0 Picasso painted *Guernica*.  
*'Guernica' was painted by Picasso.*
- 1 Alexander Fleming discovered the drug penicillin.  
\_\_\_\_\_
- 2 The Beatles wrote the song *Yesterday*.  
\_\_\_\_\_
- 3 Agatha Christie created the detective Hercule Poirot.  
\_\_\_\_\_
- 4 Beethoven composed the *Eroica* symphony.  
\_\_\_\_\_
- 5 Margaret Mitchell wrote *Gone with the Wind*.  
\_\_\_\_\_
- 6 Steven Spielberg directed *Jurassic Park*.  
\_\_\_\_\_
- 7 Leonardo da Vinci painted the *Mona Lisa*.  
\_\_\_\_\_

**E** Put these sentences into the passive.

- 0 The criminals are holding me hostage. *I am being held hostage by the criminals.*
- 1 They were rescuing the passengers at 9 o'clock.  
\_\_\_\_\_
- 2 She's not going to eat the apples in the fridge.  
\_\_\_\_\_
- 3 They will shoot the new Harry Potter film in Brazil.  
\_\_\_\_\_
- 4 Are they painting their bathroom again?  
\_\_\_\_\_
- 5 They'll leave the milk on our doorstep.  
\_\_\_\_\_
- 6 Was everyone watching the match?  
\_\_\_\_\_
- 7 Pavarotti is going to sing a beautiful aria tonight.  
\_\_\_\_\_
- 8 They are printing the report for the next meeting.  
\_\_\_\_\_

## La oración pasiva (2)

El verbo pasivo está compuesto de un tiempo de **be + PARTICIPIO**. Estos son algunos otros tiempos frecuentes.

ACTIVA	PASIVA
Present Perfect: has/have taken	has/have been taken
Present Perfect Continuous: has/have been taking	has been being taken
Past Perfect: had taken	had been taken
Past Perfect Continuous: had been taking	had been being taken
Future Perfect: will take	will have taken
can: can take	can be taken
could: could take	could be taken
may: may take	may be taken
might: might take	might be taken
must: must take	must be taken
have to: has/have to take	has/have to be taken
should: should take	should be taken
ought to: ought to take	ought to be taken

Observa que algunos verbos tienen doble complementación, de persona y de cosa:

### Oración en activa

SUJETO	VERBO EN ACTIVA	OBJETO INDIRECTO (persona)	OBJETO DIRECTO (cosa)
They	gave	Diana	a camera.

En esos casos, en inglés se prefiere utilizar el objeto indirecto (persona) como sujeto de la pasiva:

### Oración en pasiva

SUJETO	VERBO EN PASIVA	OBJETO DIRECTO (cosa)	COMPLEMENTO AGENTE
Diana	was given	a camera	X

Otros verbos que llevan dos objetos son: ask, pay, sell, offer, tell, bring, send, lend, promise.

## Exercices

### 1 Complete the sentences with a passive form of the verb in brackets.

- These letters must be typed (must type) before 5 o'clock.
- All the windows \_\_\_\_\_ (have cleaned) this week.
- Some money \_\_\_\_\_ (have stolen) from Tom's jacket.
- These shoes \_\_\_\_\_ (may make) in Spain.
- English \_\_\_\_\_ (should speak) everywhere.
- This vase \_\_\_\_\_ (have broken) before.
- The heating \_\_\_\_\_ (had repaired) by November.
- Your teeth \_\_\_\_\_ (have to brush) three times a day.
- These mountains \_\_\_\_\_ (can see) from a great distance.
- White wine \_\_\_\_\_ (ought to drink) chilled.

### 2 Use a passive sentence to say the same as the sentence in brackets, but do not say who did the action. Use the correct tense.

- They asked John a lot of difficult questions.  
John was asked a lot of difficult questions.
- They gave Mary some flowers.  
Mary \_\_\_\_\_.
- They offered Jane a wonderful job.  
Jane \_\_\_\_\_.
- He will give all the children a present.  
All the children \_\_\_\_\_.
- Somebody sent me a strange letter.  
I \_\_\_\_\_.
- They will pay Mrs Jenkins over five hundred pounds.  
Mrs Jenkins \_\_\_\_\_.
- Her parents have promised Ann a bicycle for her birthday.  
Ann \_\_\_\_\_.

### 3 Make these active sentences passive. Use a phrase with by.

- Your manager must write the report.  
The report must be written by your manager.
- The children ought to organize the Christmas party themselves.  
The Christmas party ought to be organized.
- The French team has won the silver medal.  
The silver medal \_\_\_\_\_.
- A woman has been training the guard dogs.  
The guard dogs \_\_\_\_\_.
- People of all ages can play this game.  
This game \_\_\_\_\_.
- A large crowd must be watching the match.  
The match \_\_\_\_\_.
- The secretary could send a reply soon.  
A reply \_\_\_\_\_.
- Two different teachers have marked the exams.  
The exams \_\_\_\_\_.

### 4 Correct the following sentences.

- The job has to been done. The job has to be done.
- This music has be played by a thousand musicians.
- A good job has been offered to my father.
- Those films has directed by Ron Howard.
- The message has been send yesterday.
- An umbrella was lent to her \_\_\_\_\_.
- Camacho had been trained the Olympic team. \_\_\_\_\_.



# 42 Las oraciones condicionales y pasivas

**A** Use each statement in brackets ( ) to complete each sentence. Use *wouldn't be able to*.

- 0 (Cats have very good eyes; that's why they can see in the dark.)  
If cats didn't have very good eyes, they *wouldn't be able to see in the dark.*
- 1 (Bats have very good ears; that's how they move about so easily in the dark.)  
If bats didn't have very good ears, they \_\_\_\_\_
- 2 (Dogs are able to recognize people because they have a good sense of smell.)  
Dogs \_\_\_\_\_ if they didn't have a good sense of smell.
- 3 (We can train dogs; that's why they are able to help blind people.)  
If we couldn't train dogs, they \_\_\_\_\_
- 4 (Elephants remember everything because they have good memories.)  
Elephants \_\_\_\_\_ if they didn't have good memories.
- 5 (Horses can pull heavy loads because they are very strong.)  
\_\_\_\_\_ if they weren't very strong

**B** Correct these sentences.

- 0 I wish I am taller.  
*I wish I was taller*
- 1 If he stole that car, he would have had to return it.
- 2 If they would have looked at the calendar, they would have realised what the date was.
- 3 Our society will improve if we all will work together.
- 4 She wishes she would have seen that film.
- 5 Susan would make more friends if her dog is friendlier.
- 6 If Ben had done his homework, his teacher had been happy.
- 7 Unless you don't come, we won't have a good time.
- 8 The lake freezes if it'll get really cold.

**C** Look at these sentences. If the *by* phrase is unnecessary, put it in brackets.

- 0 Millions of Euros have been stolen (*by thieves*) this morning.
- 1 Two atomic bombs were dropped by American planes on Japan in 1945.
- 2 Mount Everest can be seen by people from that window.
- 3 The first books were printed by someone in the 15th century.
- 4 That planet was discovered by a famous astrophysicist last month.

- 5 The stolen painting has been recovered by the police this week.
- 6 This book may be read by people in many different languages.
- 7 Have your clothes been designed by Dior?
- 8 These diamonds couldn't be bought by the poor.
- 9 New roads are being built by them all over the country.

**D** Make these active sentences passive, without using a *by* phrase.

- 0 She took pictures of the disaster for a British newspaper.  
*Pictures of the disaster were taken for a British newspaper*
- 1 They've repaired that car twice this year. \_\_\_\_\_
- 2 I'm going to design a new type of chair. \_\_\_\_\_
- 3 We've packed all the books. \_\_\_\_\_
- 4 Someone sent my picture to the newspaper. \_\_\_\_\_
- 5 Bill had paid the bill. \_\_\_\_\_
- 6 They were building a new skyscraper. \_\_\_\_\_
- 7 Someone might steal my wallet. \_\_\_\_\_
- 8 Someone has to mend my glasses. \_\_\_\_\_
- 9 They have offered us a better room. \_\_\_\_\_

**E** Make the following passive sentences active. If a subject is needed, use *they* or *someone*.

- 0 Queen Elizabeth was crowned in 1953.  
*They crowned Queen Elizabeth in 1953.*
- 1 John F. Kennedy was killed in Dallas.  
\_\_\_\_\_
- 2 The dinosaurs were destroyed by a meteorite.  
\_\_\_\_\_
- 3 They have just been brought dinner.  
\_\_\_\_\_
- 4 The decision has already been taken.  
\_\_\_\_\_
- 5 The repairs must be finished by tomorrow.  
\_\_\_\_\_
- 6 She's been lent a fur coat.  
\_\_\_\_\_
- 7 A faster computer has been invented in Japan.  
\_\_\_\_\_
- 8 I was promised a new computer by my parents.  
\_\_\_\_\_

## Las oraciones de relativo (1): defining relative clauses

Fíjate en estas oraciones:

*The police have found the boy. The boy disappeared last week.*  
*The police have found the boy who disappeared last week.*

Ambos ejemplos nos proporcionan la misma información, pero el segundo contiene una ORACIÓN DE RELATIVO ESPECIFICATIVA:

### Uso

La oración de relativo especificativa:

Acompaña siempre a un nombre, al que define o especifica.

Se introduce por los pronombres relativos **who** (que, a quien, a quienes) para personas o **which** (que) para referirnos a animales o cosas:

El pronombre relativo **that** (que) puede referirse a persona, animal, o cosa.

El pronombre relativo **whose** (cuya, -a, -os, -as) tiene un significado posesivo, y por tanto va siempre seguido de un nombre (la cosa poseída):

Podemos utilizar **where** (donde) para sustituir a lugares, y **when** (cuando) para referirnos a fechas.

*I have sent the letter that you gave me.*  
*(He enviado la carta que me diste.)*

*I talked to the girl who won the medal.*  
*(Hablé con la chica que ganó la medalla.)*  
*I saw the cat which ate the mouse.*  
*(Vi al gato que se comió al ratón.)*

*I talked to the girl that won the medal.*  
*(Hablé con la chica que ganó la medalla.)*

*The man whose dog bit me didn't apologise.*  
*(El hombre cuyo perro me mordió no se disculpó.)*

*Isn't that the office where Jane works?*  
*Is that the date when we first met?*

### Forma

Los pronombres relativos realizan una función concreta dentro de su oración:

#### COMO SUJETO:

Sustituye en la oración de relativo al sujeto al que se refiere, para no repetirlo.

Va siempre seguido de un verbo, no de un pronombre.

No podemos prescindir de él porque es sujeto de la oración de relativo.

#### COMO COMPLEMENTO DIRECTO:

Sustituye en la oración de relativo al nombre al que se refiere, para no repetirlo.

Cuando **who** (que) es complemento directo, puede sustituirse por **whom** (a quien, a quienes) en lenguaje más formal.

En inglés podemos omitir este pronombre relativo. Fíjate que esto es imposible en español.

En español, podemos prescindir del sujeto que le sigue, pero esto no es posible en inglés.

#### COMO ADVERBIAL:

Sustituye al nombre al que se refiere, para no repetirlo. Si va acompañado de preposición, ésta puede aparecer junto al pronombre relativo o al final de la oración.

*This is the dog. The dog attacked me.*  
*This is the dog which/that attacked me.*  
*(Este es el perro que me atacó.)*

NO: *This is the dog that it attacked me.*

*This is the girl. She is waiting for you.*

*This is the girl who/that is waiting for you.*

*(Esta es la chica que te está esperando.)*

*This is the girl. I met her last summer.*

*This is the girl who/whom/that I met last summer.*

*(Esta es la chica que/a quien conocí el verano pasado.)*

NO: *This is the girl that I met her last summer.*

*This is the girl I met last summer.*

*(Esta es la chica que conocí el verano pasado.)*

*Esta es la chica que (yo) conocí ayer.*

*(This is the girl that met yesterday.)*

*Where's the box into which you put your present?*  
*Where's the box which/that you put your presents into.*

*(¿Dónde está la caja en la que pusiste tu regalo?)*

**A** Complete the sentences using the information in brackets and **who/that** or **which/that**.

0 (I went to see a doctor. She had helped my mother.)

I went to see the doctor who/that had helped my mother.

1 (A dog bit me. It belonged to Mrs Jones.)

The dog which/that belonged to Mrs Jones.

2 (A woman wrote to me. She wanted my advice.)

The woman who/that wanted my advice.

3 (A bus crashed. It was 23 years old.)

The bus which/that was 23 years old.

4 (Ann talked to a man. He had won a lot of money.)

Ann talked to the man who/that.

**B** Complete the sentences with one of the phrases in the box and **who** or **whose**.

interviewed me

car had broken down

divorce was in all the papers

had saved their son

wives have just had babies

complained at the time

book won a prize last week

0 The parents thanked the woman who had saved their son.

0 The couple whose divorce was in the newspapers

have got married again.

1 The person

asked me some very difficult questions.

2 In my office there are two men

3 What's the name of that writer

4 I don't like people

5 We helped a woman

**C** Put in **who** or **that** ONLY IF NECESSARY.

0 The match which/that we saw was boring.

1 Did I tell you about the people who/that live next door?

2 The horse which/that won the race belongs to an Irish woman.

3 I love the ice-cream which/that they sell in that shop.

4 The book which/that I'm reading is about jazz.

5 We'll go to a restaurant which/that has a children's menu.

**D** Correct the following sentences.

0 I had a hat who I really liked. I had a hat which/that I really liked.

1 This is the umbrella that you borrowed it from me.

2 I can't see the woman who her glasses we found.

3 I talked to a man was very sad.

4 He read a story who its writer was really famous.

5 Bring me the lamp that it is on the corner.

6 Is this the book, that you bought?



## Las oraciones de relativo (2): non-defining clauses

Fíjate en estos ejemplos:

*London is the capital of Britain. London has over six million inhabitants.*  
*London, which is the capital of Britain, has over six million inhabitants.*

Ambos ejemplos nos proporcionan la misma información. En el segundo ejemplo, la información aparece en una oración compuesta en la que encontramos una ORACIÓN DE RELATIVO EXPLICATIVA

### Uso

La oración de relativo explicativa:

Acompaña siempre a un nombre, acerca del cual añade datos o aporta información adicional. Siempre va entre comas:

Si la eliminamos, la oración sigue teniendo sentido porque cuenta con la información más importante:

Va introducida por los pronombres relativos **who** (que, a quien, a quienes) para referirnos a personas o **which** (que) para animales y cosas.

**Which** (lo cual) puede también referirse a todo un hecho:

Fíjate que en las oraciones de relativo explicativas no es posible usar **that**.

El pronombre relativo **whose** (cuyo, -a, -os, -as) tiene un significado posesivo, y por tanto va siempre seguido de un nombre (la cosa poseída):

*We will stay in my uncle's house, which is in Leeds.*  
*(Nos quedaremos en casa de mi tío, que está en Leeds.)*

*London has over six million people.*  
*(Londres tiene más de seis millones de habitantes.)*

*I talked to my best friend, who has won a medal.*  
*(Hablé con mi mejor amigo, que ha ganado una medalla.)*

*Ann did not want to marry Tom, which surprised everybody.*  
 Aquí **which** se refiere a toda la frase anterior.

NO: *I talked to my friend, that won a medal.*  
 NO: *Max, that is usually a very nice cat, bit me.*

*This woman, whose husband used to be at school with me, is now my boss.*  
*(Esta mujer, cuyo marido solía ir al colegio conmigo, es ahora mi jefa.)*

### Forma

Cada pronombre relativo realiza una función concreta dentro de su oración explicativa:

#### COMO SUJETO:

Sustituye en la oración de relativo al sujeto al que se refiere, para no repetirlo.

Va siempre seguido de un verbo y no se puede omitir.

#### COMO COMPLEMENTO DIRECTO:

Sustituye en la oración de relativo al complemento directo al que se refiere para no repetirlo. Cuando **who** es complemento directo se utiliza **whom** (a que, a quien, a quienes) en lenguaje formal. Al contrario que en las oraciones especificativas, no es posible prescindir de él.

#### COMO ADVERBIAL:

Sustituye al nombre al que se refiere, para no repetirlo. Si va acompañado de preposición, ésta puede aparecer junto al pronombre relativo o al final de la oración.

*Elvis Presley earned millions of dollars. He died in 1977.*

*Elvis Presley, who died in 1977, earned millions of dollars.*

NO: *Elvis Presley, who he died in 1977...*

*Fred sold his computer. He didn't need it.*

*My boss is ill. I saw him yesterday.*

*My boss, who/whom I saw yesterday, is ill.*

*(Mi jefe, al que vi ayer, está enfermo.)*

*Fred sold his computer, which he didn't need.*

*(Fred vendió su ordenador, que no necesitaba.)*

NO: *Fred sold his computer, which he didn't need it.*

*My boyfriend, with whom I spend a lot of time, is studying hard.*  
*My boyfriend, whom/that I spend a lot of time with, is studying hard.*

## Ejercicios

**A** Make one sentence from the two that are given. Use **who** or **which** with the underlined words.

0 Mont Blanc is between France and Italy. It is the highest mountain in the Alps.  
*Mont Blanc, which is between France and Italy, is the highest mountain in the Alps.*

1 Alfred Hitchcock was born in Britain. He worked for many years in Hollywood.

2 The sun is really a star. It is 93 million miles from the earth.

3 John F. Kennedy died in 1963. He was a very famous American President.

4 Charlie Chaplin was from a poor family. He became a very rich man.

**B** From the notes make one sentence. Use **who** or **whose** with the words in brackets.

0 Martina Navratilova. (She was born in Prague.) She became a US citizen in 1981.

*Martina Navratilova, who was born in Prague, became a US citizen in 1981.*

0 Darwin. His ideas changed our view of the world. He travelled to a lot of countries when he was young.

*Darwin, whose ideas changed our view of the world, travelled to a lot of countries when he was young.*

1 Madonna. (Her parents were born in Italy.) She is a famous American singer.

2 Bill Clinton. (His wife is a brilliant lawyer.) He became President of the USA in 1993.

3 Sebastian Coe. (He was a successful English runner.) He is now a politician.

4 Catherine of Russia. (She ruled for over 30 years.) She made many important changes.

**C** Correct the following sentences.

0 My journey which was tiring has been a great success.

*My journey, which was tiring, has been a great success.*

1 Come and meet my sister, who I have told you so much about

2 Cinderella, was born near the castle, married the prince.

3 Marilyn Monroe, whose her real name was Norma Jean died very young.

4 The Olympic team which had trained very hard didn't get the gold medal.

5 We drove to Canterbury, which it is not far from London.

## El estilo indirecto (1): say/tell

Utilizamos el estilo indirecto para contar lo que otras personas han dicho. Para ello, necesitamos un verbo introductorio (por ejemplo: decir, contar, comunicar, etc.) que introduzca las palabras de la otra persona.

### ESTILO DIRECTO

#### VERBO INTRODUCTORIO

Mike says:  
(Mike dice:

#### CITA LITERAL

'I've never been abroad.'  
'Yo nunca he estado en el extranjero.'

### ESTILO INDIRECTO

#### VERBO INTRODUCTORIO

Mike says  
(Mike dice

#### CONJUNCIÓN

that  
que

#### CITA TRANSFORMADA

he has never been abroad.  
él nunca ha estado en el extranjero.)

Fíjate que hemos tenido que modificar el pronombre, porque ya no habla la misma persona. En el estilo indirecto no ponemos comillas, porque hemos transformado las palabras originales.

Los dos verbos introductorios más frecuentes en inglés son **say** (decir) y **tell** (decir, contar). Fíjate en su uso

<b>say</b>	He said that he was hungry. (Él dijo que tenía hambre.) He said to me that he was hungry. (Él me dijo que tenía hambre.) NO: He said me that he was hungry.
<b>tell</b>	He told me that she was coming. (Él me dijo que ella venía.) NO: He told that she was coming.

Observa que pueden aparecer otros verbos introductorios, como **explain** (explicar) o **declare** (declarar), aunque con menor frecuencia. Ambos utilizan las mismas estructuras que **say**.

Cuando narramos una conversación pasada, el verbo introductorio va en pasado (me dijeron que ...) y eso produce transformaciones importantes en los tiempos verbales que le siguen:

ESTILO DIRECTO	ESTILO INDIRECTO	EJEMPLOS
<b>PRESENT:</b> am/is are go/goes am/is/are going	<b>PAST:</b> was were went was/were going	Kim said: 'I'm going to the party.' (Kim dijo: 'Voy a la fiesta'.) Kim said that she was going to the party. (Kim dijo que iba a la fiesta.)
<b>PRESENT PERFECT:</b> has/have taken	<b>PAST PERFECT:</b> had taken	Bart told me: 'I've seen a great film.' (Bart me contó: 'He visto una gran película'.) Bart told me that he had seen a great film. (Bart me contó que había visto una gran película.)
<b>PAST SIMPLE:</b> took	<b>PAST PERFECT:</b> had taken	Mordechai said: 'I took a taxi.' (Mordechai dijo: 'Tomé un taxi'.) Mordechai said that he had taken a taxi. (Mordechai dijo que había tomado un taxi.)
<b>MODALS:</b> will can may must	<b>MODALS:</b> would could might had to	Christopher said: 'I'll see you on Monday.' (Christopher dijo: 'Te veré el lunes'.) Christopher said that he would see me on Monday. (Christopher dijo que me vería el lunes.)

### Report these statements, using **says that**.

- Paul: 'Atlanta is a wonderful city.'  
Paul says that Atlanta is a wonderful city.
- Ruth: 'I go jogging every morning.'  
Ruth \_\_\_\_\_
- Anna: 'Jenny isn't studying for her exams.'  
\_\_\_\_\_
- Andrew: 'I used to be really fat.'  
\_\_\_\_\_
- Jim: 'I can't swim.'  
\_\_\_\_\_

### Report these statements, using **said**.

- 'Mary works in a bank,' Jane said. Jane said Mary worked in a bank.
- 'I'm staying with some friends,' Jim said. \_\_\_\_\_
- 'I've never been to Russia,' Mike said. \_\_\_\_\_
- 'Tom can't use a computer,' Ella said. \_\_\_\_\_
- 'Everybody must try to do their best,' Jill said. \_\_\_\_\_
- 'Jane may move to a new flat,' Rachel said. \_\_\_\_\_

### Rewrite the sentences in brackets using **tell** instead of **say**.

- (Norman said to Rosa that he would be late.) Norman told Rosa that he would be late.
- (She said to him that she liked his paintings.) \_\_\_\_\_
- (You said to me that you liked that film.) \_\_\_\_\_
- (Tom said to Ann that he felt ill.) \_\_\_\_\_
- (She said to Bill that she was leaving.) \_\_\_\_\_
- (I said to you that I couldn't find it.) \_\_\_\_\_

### Complete the following sentences, using reported speech.

- Norman said: 'Rosa, I love you.'  
Later, Rosa said to her sister: Norman said that he loved me.
- Jenny said: 'I like your paintings, Peter.'  
Later, Jenny said to a friend: I said to Peter that \_\_\_\_\_
- Anna said: 'You can rely on me, Tom.'  
Later, Tom said to his brother: Anna said that \_\_\_\_\_
- Susan said: 'Jane, your mother has been very kind.'  
Later, Jane said to her mother: Susan said that \_\_\_\_\_
- Mary said: 'Jenny is staying with me, Peter.'  
Later, Peter said to Jenny: Mary said that \_\_\_\_\_
- Christina said: 'I'll help you with your homework, Angela.'  
Later, Christina said to a friend: I said to Angela that \_\_\_\_\_



## El estilo indirecto (2): reported questions

Los verbos introductorios para preguntas en estilo indirecto son *ask* (preguntar), *want to know* (querer saber) y *wonder* (preguntarse). Para poner en estilo indirecto lo que otras personas preguntaron, debemos tener en cuenta el tipo de pregunta. Muchas preguntas exigen sólo una respuesta del tipo sí/no.

### ESTILO DIRECTO

#### VERBO INTRODUCTORIO

Albert asked:  
(Albert preguntó:

#### CITA

'Are they English?'  
'¿Son ingleses?'

### ESTILO INDIRECTO

#### VERBO INTRODUCTORIO

Albert asked  
(Albert preguntó

#### CONJUNCIÓN

... if ...  
... si ...

#### CITA TRANSFORMADA

they were English.  
eran ingleses.)

Otras preguntas exigen respuestas diversas, dependiendo del pronombre interrogativo (*who*, *what*, *when*, *how*, etc). En este caso, el pronombre interrogativo se mantiene en el estilo indirecto:

### ESTILO DIRECTO

#### VERBO INTRODUCTORIO

Alice asked:  
(Alice preguntó:

#### CITA

'Where does Ann live?'  
'¿Dónde vive Ann?'

### ESTILO INDIRECTO

#### VERBO INTROD.

Alice asked  
(Alice preguntó

#### PRONOMBRE INTERROGATIVO

... where ...  
... dónde ...

#### CITA TRANSFORMADA

Ann lived.  
vive Ann.)

Cuando narramos las preguntas que se hicieron en el pasado, el verbo introductorio va en pasado (*me preguntaron si ...*) y eso produce transformaciones importantes en los tiempos verbales que le siguen:

### ESTILO DIRECTO

**PRESENT:**  
am/is  
are  
live/lives  
am/is/are living

**PRESENT PERFECT:**  
has/have seen

**PAST SIMPLE:**  
arrived

**MODALS:**  
will  
can

### ESTILO INDIRECTO

**PAST:**  
was  
were  
lived  
was/were living

**PAST PERFECT:**  
had seen

**PAST PERFECT:**  
had arrived

**would**  
**could**

### EJEMPLOS

Kim wondered: 'Is that the museum?'  
(Kim se preguntó: '¿Es ese el museo?')  
Kim wondered if that was the museum.  
(Kim se preguntó si ese era el museo.)

Alan asked her: 'Have you enjoyed the concert?'  
(Alan le preguntó a ella: '¿Has disfrutado el concierto?')  
Alan asked her if she had enjoyed the concert.  
(Alan le preguntó a ella si había disfrutado el concierto.)

Elaine asked me: 'When did you last go shopping?'  
(Elaine me preguntó: '¿Cuándo fuiste de compras por última vez?')  
Elaine asked me when I had last gone shopping.  
(Elaine me preguntó cuándo había ido de compras por última vez.)

Robert wanted to know: 'Can you swim?'  
(Robert quiso saber: '¿Sabes nadar?')  
Robert wanted to know if I could swim.  
(Robert quiso saber si yo sabía nadar.)

Use the words in brackets to write a question, and then complete the reported question.

0 (Where/have/Maria/go?)

Question: Where has Maria gone?

Reported question: I asked where Maria had gone

1 (do/Jim/often/play/football?)

Question:

Reported question: I wondered if

2 (What/have/the children/eat?)

Question:

Reported question: She wanted to know

3 (Where/be/Mark/going?)

Question:

Reported question: I asked

4 (When/the next bus/arrive?)

Question:

Reported question: We wanted to know

5 (Have/Ann/see/this film?)

Question:

Reported question: Tom asked

6 (How much/money/will/I/need?)

Question:

Reported question: Sarah wondered

Steven Ellis robbed a bank. The police believe that Alan Reeves helped him. A policeman asked Reeves these questions.

0 How long have you been out of prison?

3 Who else gives you money?

1 Have you worked since then?

4 Do you know Steven Ellis?

2 Does your sister give you money?

5 How long have you known Steven?

Later the policeman talked about the interview. Complete what he said, using the questions in the box.

0 I asked him how long he had been out of prison, and he replied that he had left prison six months ago.

1 Then I asked him if he had found a job. He told me that he hadn't found a job.

2 I asked him if he had given me some money, and he said she did give him some money, but not very much.

3 Then I asked him if he had seen Steven. He replied that nobody else did.

4 I asked him if he had known Steven, and he said that he and Steven were friends.

5 So I asked him how long he had known Steven, and he said that he had known him for six years.

## El estilo indirecto (3): reported requests, orders, advice

Para poner en estilo indirecto peticiones, órdenes, o consejos, utilizamos en inglés oraciones de infinitivo:

### ESTILO DIRECTO

#### HABLANTE

Sarah:

(Sarah:

Philip:

(Philip:

Joe:

Joe:

#### C- TA

'Please wait a minute, Tom.' (PETICIÓN)

'Por favor espera un momento, Tom.'

'Stand up, Mel.' (ORDEN)

'Levántate, Mel.'

'You should get married, brother.' (CONSEJO)

'Deberías casarte, hermano.'

### ESTILO INDIRECTO

#### VERBO INTRODUCTORIO DE PETICIÓN, ORDEN O CONSEJO

#### + OBJETO (a quién)

#### + INFINITIVO con to

(Fíjate que en español corresponde a subjuntivo)

Sarah asked  
(Sarah le pidió...)

Tom  
a Tom

to wait a minute.  
que esperara un momento.)  
Fíjate que el estilo indirecto elimina la palabra  
please por innecesaria.

Philip told  
(Philip le dijo)

Mel  
a Mel

to stand up.  
que se levantara.)

Joe advised  
(Joe le aconsejó)

his brother  
a su hermano

to get married.  
que se casara.

Fíjate que en español a veces también podemos usar un infinitivo, aunque es más común utilizar 'que' + subjuntivo:

The doctor advised me to eat fruit. (El médico me aconsejó comer fruta/que comiera fruta.)

Si la frase es negativa, la negación not se coloca delante del infinitivo:

Sarah asked Tom not to wait for her. NO: Sarah asked Tom to not wait for her

Los verbos introductorios que por lo general utilizan estructura de infinitivo en estilo indirecto son:

ask (pedirle a alguien que haga algo),

beg (rogarle a alguien que haga algo),

tell (decirle/ordenarle a alguien que haga algo);

NO podemos utilizar say para dar órdenes;

order (ordenarle/decirle a alguien que haga algo),

forbid (prohibirle a alguien que haga algo),

advise (aconsejarle a alguien que haga algo),

persuade (convencer a alguien de que haga algo),

warn (advertir a alguien de que haga algo),

remind (recordarle a alguien que haga algo),

invite (invitar a alguien a hacer algo),

agree (aceptar hacer algo),

offer (ofrecerse a hacer algo)

They asked me to fill in a form.

(Me pidieron que rellenara un impreso.)

His parents told him to work harder.

(Sus padres le ordenaron que trabajara más.)

NO: His parents said him to work harder

They ordered me to get a haircut.

(Me ordenaron que me cortara el pelo.)

The teacher warned the students to revise

before the exam. (La profesora advirtió a sus

estudiantes que repasaran antes del examen.)

I reminded them to come early.

(Les recordé que vinieran temprano.)

I offered to bring her a glass of water.

(Me ofrecí a traerle un vaso de agua.)

1 Rewrite the sentences using an object + to + infinitive, as in the example.

1 'Make some coffee please, Bob.'

Carol asked Bob to make some coffee.

2 'You must do the homework soon, Jane.'

She told \_\_\_\_\_

3 'remember to buy a map, Ann.'

He reminded \_\_\_\_\_

4 'You should see a doctor, Mrs Clark.'

He advised \_\_\_\_\_

5 'Keep all the windows closed, Bill.'

They warned \_\_\_\_\_

6 'Go home, Paul.'

Francis told \_\_\_\_\_

2 Report what these people said using the words in brackets. Use the Past Simple, as in the example.

1 Fred said, 'Anne, would you lend me five pounds, please?'

(ask) Fred asked Anne to lend him five pounds.

2 I said to John, 'remember to phone Sally.'

(remind) \_\_\_\_\_

3 'You must wash your hands, children,' the teacher said.

(tell) \_\_\_\_\_

4 'Please play the guitar, Tom,' said June.

(try to persuade) \_\_\_\_\_

5 'Mary, please lend me your bicycle pump,' said Paul.

(ask) \_\_\_\_\_

6 She said, 'Children, stay away from the water.'

(warn) \_\_\_\_\_

7 'You should see a lawyer' the policeman said to Mark.

(advise) \_\_\_\_\_

8 'Alan, have a shower immediately,' she said.

(tell) \_\_\_\_\_

3 Translate the following sentences.

1 Le advertí que no viniera. I warned him not to come.

2 Les dije que compraran patatas \_\_\_\_\_

3 Te pedí que me dijeras la verdad. \_\_\_\_\_

4 Ella me recordó que la despertara \_\_\_\_\_

5 Él me aconsejó que no fumara. \_\_\_\_\_

6 Ella se ofreció a echarme una mano \_\_\_\_\_



# 48 Las oraciones de relativo y el estilo indirecto

## A Put any relative pronouns which are not necessary in brackets.

- 0 This is the music (which) I was listening to last night.
- 1 Isn't that the policewoman whom you saw on TV?
- 2 Please put up this notice on the notice board that is by the window.
- 3 Can you bring me the glass of water which I left in the kitchen?
- 4 I haven't found the book which you recommended.
- 5 This morning I ran into the man whose ears we laughed so much at.
- 6 Don't go that way. That's the street that has been blocked for months.
- 7 I'll take the bicycle that nobody else wants to use.
- 8 He can't think of a gift which his girlfriend will really like.

## B Add commas to these sentences where necessary.

- 0 The new bed which I bought yesterday is very comfortable.  
*The new bed, which I bought yesterday, is very comfortable.*
- 1 The box that I can't open is in the basement.
- 2 Sarah's job which makes her travel a lot pays well.
- 3 I have seen the man whose suitcase we found.
- 4 I'm sure that Peter who is very nervous will pass the test.
- 5 Jim whose car we repaired has called to thank us.
- 6 They brought me several messages which I didn't understand.
- 7 The waiter who served our table was very annoying.
- 8 Please bring me my cell phone which is on my night table.

## C Join these sentences with a relative pronoun. Use who, whom, which, whose. Indicate where it is possible to use that

- 0 I found a stray cat near the house. The house is made of red brick.  
*I found a stray cat near the house which/that is made of red brick.*
- 1 Paul is driving the car. The car is going really fast.
- 2 Andy is a famous sportsman. I have just met Andy.
- 3 My cousin Tina loves shopping. Tina got a rise last week.
- 4 They've caught the criminal. Everyone was talking about him.
- 5 I read the report. The report raised a huge controversy.
- 6 The Wycherleys forgot to lock the door again. Their house was broken into last month.
- 7 The surgery has three doctors. The doctors are all very good.

- 8 That isn't the problem. The problem has been bothering me all day.

## D Put these sentences into indirect speech using the verbs say and tell in the past.

- 0 Mary to Ian: 'I love singing.'  
*Mary said to Ian that she loved singing. (Mary told Ian that she loved singing.)*
- 1 Father to daughter: 'I can't take you to school tomorrow.'
- 2 Sister to sister: 'I have met a very attractive boy.'
- 3 Harry to Hermione: 'I'll find a broom.'
- 4 Judy and Victoria to Rick: 'We're playing chess.'
- 5 Alan to Bill: 'It may rain on Saturday.'
- 6 Michael to Liz: 'I really liked children.'
- 7 Parents to child: 'We've met your teacher.'

## E Match the direct requests, orders and advice on the left with their equivalents in indirect speech. When you have finished, put into indirect speech those sentences which are left without a pair.

- |   |   |
|---|---|
| 1 'Don't drive too fast John.'                            | a He asked me to follow him.                    |
| 2 'Please meet me at the cinema.'                         | b She ordered us to stop singing.               |
| 3 'He should take some time off.'                         | c I warned them to pay more attention.          |
| 4 'Come with us,' she said to the man.                    | d The doctor advised him to take some time off. |
| 5 'Don't close your books.'                               | e She told us to be quiet.                      |
| 6 'Can I borrow your bicycle, please, Sheila?' said John. | f He asked her to meet him at the cinema.       |
| 7 'Be quiet!'   | g I told them not to close their books.         |
| 8 'We need to start buying Christmas presents.'           |   |
| 9 'You ought to pay more attention.'                      |   |
| 10 'Stop singing.'  |   |
| 11 'Please follow me.'                                    |   |

11-a 'Please follow me.' He asked me to follow him.

## La oración causal: because (of), since, as, due to, owing to

Las oraciones causales dan respuesta a la pregunta 'Por qué'.

*Why did Jack stay in bed?*

*Jack stayed in bed because he had the flu.*



Las conjunciones causales más habituales son:

	NEXO + ORACIÓN
because (porque)	I left early because I was tired.
since (puesto que, como)	Since his car had broken down, he had to walk to work.
as	As the door is locked, I'll climb through the window.

En la lengua oral, **because** es la conjunción causal más frecuente, mientras que las demás son más formales, y se dan mucho en el lenguaje escrito.

Fíjate también que con **since** y **as** la oración causal normalmente precede a la principal, y las separamos con comas.

Recuerda que aunque en español solemos omitir el sujeto después de la conjunción, en inglés esto no es posible:

*As we didn't have enough money, we couldn't go on holiday.*

(Como no teníamos suficiente dinero, no pudimos ir de vacaciones.)

NO: *As didn't have enough money, we couldn't go on holiday.*

Pero también se puede contestar a la pregunta ¿por qué? con un sintagma nominal en vez de una oración completa.

*Why did Jack stay in bed?*

*Jack stayed in bed because of the flu.*

Las preposiciones causales más habituales son:

	NEXO + NOMBRE/SINTAGMA NOMINAL
because of (debido a, a causa de)	I left the party early because of the noise. NO: because the noise.
due to (debido a, a causa de)	I didn't go out due to the heavy rain. NO: due to it rained.
owing to (debido a, a causa de)	She didn't arrive on time owing to her flight's delay. NO: owing to her flight was delayed.

1 Rewrite these sentences, replacing **because** with the conjunction in brackets.

0 Tom didn't want to go out because he had a cold. (since)

*Since he had a cold, Tom didn't want to go out.*

1 They took some money because they might need it. (as)

2 Mary went to bed because she was tired. (as)

3 I couldn't sleep because it was very hot. (because of)

4 Jill never eats apples because she doesn't like them. (since)

5 The streets were crowded because there was a football match. (because of)

6 We asked for a drink because we were really thirsty. (since)

2 Complete these sentences with a preposition (**because of, due to, owing to**) or a conjunction (**because, since, as, for**) and one of the expressions in the box.

~~his watch had stopped~~ the cold the storm the noise I want to lose weight  
his passport was out of date it was a long journey she had a previous appointment

0 He missed the bus *because his watch had stopped.*

1 I'm eating less these days \_\_\_\_\_

2 Many flights had been cancelled \_\_\_\_\_

3 They didn't hear the phone ringing \_\_\_\_\_

4 She didn't have dinner with me \_\_\_\_\_

5 We didn't stay out long \_\_\_\_\_

6 Peter had trouble at the airport \_\_\_\_\_

7 I took a book with me \_\_\_\_\_

3 Rewrite the following sentences without changing their meaning. Use **because of/owing to/due to** and the words in brackets.

0 We couldn't go out because the weather was very bad. (the bad weather)

*We couldn't go out due to the bad weather.*

1 We'll take another route, as there's a traffic jam. (a traffic jam)

2 Mrs. Ahuman missed her brother's birthday party, since she was still weak after the accident. (her weakness after the accident)

3 I didn't enjoy our hike in the forest because there were a lot of mosquitoes. (the mosquitoes)

4 Nobody knew what was wrong with him, since he was silent on the subject. (his silence)

5 My grandmother is keeping very healthy because she takes exercise regularly. (the regular exercise)

6 We had to spend the night at the airport, as there was a long delay. (the long delay)



## La oración consecutiva: so/such ... (that)

Las oraciones consecutivas expresan el resultado de algo. La conjunción más habitual es **so** (por lo tanto, o sea que). Fíjate que **so** funciona como el opuesto de **because** (porque). **Because** introduce una causa, mientras que **so** introduce un resultado.

*I was in a hurry, so I took a taxi.* (Tenía prisa, o sea que cogí un taxi.)

*I took a taxi because I was in a hurry.* (Cogí un taxi porque tenía prisa.)

En español, también podemos formar oraciones consecutivas utilizando la construcción **TAN + ADJETIVO/ADVERBIO + QUE** (tan lento/lentamente que). En inglés la expresamos de maneras diferentes.

so + ADJETIVO/ADVERBIO	+ that
He is <b>so</b> clever	
(Es tan listo)	
He did all his tests <b>so</b> well	that he has won a scholarship,
(Hizo los exámenes tan bien)	que le han concedido una beca.)

such + SINTAGMA NOMINAL con nombre plural o incontable	+ that
They were <b>such</b> good friends	that they couldn't be apart,
(Eran tan buenos amigos)	que no se podían separar.)
NO: They were <b>so</b> good friends	
Fíjate que en cuanto aparece un nombre, en inglés no se puede utilizar <b>so</b> .	

such a/an + SINTAGMA NOMINAL con nombre en singular	+ that
It is <b>such</b> a big car	that we can all travel together,
(Es un coche tan grande)	que podemos viajar todos juntos.)
NO: It is a car <b>so</b> big	



Fíjate que en español colocamos **tan** siempre delante del adjetivo (grande). En inglés **such** precede a todo el sintagma nominal, y no lo podemos sustituir por **so**.

**So** con **TANTO/-S + NOMBRE + that** (tanto comida/tantas personas que)

so + much/many + NOMBRE	+ that
There is <b>so</b> much food in the fridge	that we won't have to go shopping today
There were <b>so</b> many people	that I couldn't find my friend.
such a lot of + NOMBRE PLURAL	+ that
There were <b>such</b> a lot of people	that I couldn't find my friend.

**Exercise 1** Rewrite these sentences using **so**.

- We missed the plane because I forgot my passport.  
*I forgot my passport, so we missed the plane.*
- He nearly died because he had a serious accident.

- I've gained some weight because I've been eating a lot of paella this summer.
- He has joined a gym because he wants to practise judo.
- They have bought a new house because they've had a baby.
- We'll travel in my car because yours isn't very comfortable.
- Sally has left her books on my desk because she was in a hurry.
- We can't take any holidays this summer because I have a lot of work to do.

**Exercise 2** Complete these sentences with **so/such/such a/such an**.

- Tom has such beautiful eyes that I can't stop looking at him.
- The guide was so nice that everyone enjoyed the trip.
- I got such lovely presents that I'm looking forward to my next birthday.
- Edinburgh is such a wonderful city that I'd like to live there.
- It was so windy that we couldn't play tennis.
- Skiing is such an exciting sport that millions of people practise it.
- Susan Strange is such an interesting writer that I've bought all her books.
- Jane says so many silly things that nobody listens to her anymore.
- The stars are so bright tonight that I could fall in love.

**Exercise 3** Make sentences using **so/such/such a/such an** and the word in brackets.

- (Tom/have/grown/tall) ... that I can't believe he is only 13.  
*Tom has grown so tall that I can't believe he is only 13.*
- (Those boys/be/always/tell/stupid lies) ... I never believe them.
- (John/be/wonderful cook) ... that he has become famous in our town.
- (Those people/be/make/much noise) ... that I can't hear anything.
- (These ice-creams/be/delicious) ... that we had three.
- (Smoking/be/unhealthy habit) ... that I've never done it.
- (The test, be/easy) ... that I finished sooner than I expected.

## La oración concesiva: although, though, even though, whereas, while, in spite of, despite

Las oraciones concesivas relacionan dos ideas contrapuestas. La forma más básica de contraste es la conjunción **but** (pero), que coordina dos frases independientes:

*He came to the party. He didn't enjoy it.*  
*He came to the party but he didn't enjoy it.*

Las siguientes conjunciones concesivas son las más habituales.

CONJUNCIÓN	+ ORACIÓN
<b>although/though</b> (aunque...)	He bought a new house <b>although/though</b> he couldn't afford it.
<b>even though</b> (aunque...)	<b>Even though</b> I was tired, I continued working.
<b>whereas</b> (mientras que...)	<b>Whereas</b> Argentina won the match, Greece was defeated.
<b>while</b> (mientras que...)	<b>While</b> lots of people go to the beach, others prefer the countryside.

Observa que cuando la oración concesiva precede a la principal, van separadas por coma.

Fíjate que **while** puede tener un significado temporal (mientras), pero **whereas** no:



*While he was washing up, I was drying the dishes.*  
**NO:** *Whereas he was washing up, I was drying the dishes.*

Recuerda que aunque en español solemos omitir el sujeto después de la conjunción, en inglés esto no es posible:

*'Aunque estaba cansado, continué trabajando.'*  
*Even though I was tired, I continued working.*  
**NO:** *Even though was tired, I continued working.*

También es posible utilizar preposiciones para establecer contraste:

PREPOSICIÓN	+ NOMBRE/GERUNDIO
<b>In spite of</b> (a pesar de)	I heard her voice clearly <b>in spite of</b> the loud music. <b>In spite of</b> rushing to the station, he missed the train.
<b>despite</b> (a pesar de) (USO MÁS FORMAL)	I heard her voice clearly <b>despite</b> the loud music. <b>NO:</b> <i>despite of the loud music.</i> Beethoven continued composing <b>despite</b> being deaf.

**NO** pueden ir seguidos de una oración completa:

*In spite of he rushed to the station,...*  
**NI** tampoco: *In spite he rushed to the station,...*

Para poder acompañarse de una oración completa, en español añadimos 'que'. En inglés se añade **the fact that**:

(A pesar de que vive en España, no sabe hablar español.)  
*In spite of the fact that he lives in Spain, he can't speak Spanish.*  
*Despite the fact that he lives in Spain, he can't speak Spanish.*  
**NO:** *Despite that he lives in Spain, he can't speak Spanish.*

### A Complete the sentences with **although/whereas**.

- Whereas* \_\_\_\_\_ you like sports, I prefer films.
- I couldn't find my keys \_\_\_\_\_ I looked everywhere.
- \_\_\_\_\_ dogs are people's best friends, cats are rather independent.
- \_\_\_\_\_ he got up early, he was late for work.
- Things went wrong \_\_\_\_\_ I had prepared everything carefully.
- My sister is a workaholic, \_\_\_\_\_ my brother loves to go dancing.
- \_\_\_\_\_ he's excellent at languages, he's not very good at Biology.
- \_\_\_\_\_ I don't like tea, I accepted a cup.

### B Fill in the gaps with **although/in spite of/despite**.

- In spite of/Despite* the lack of flowers, the room looked nice.
- Although* there were no flowers, the room looked nice.
- \_\_\_\_\_ his nice smile, I didn't like him at all.
- \_\_\_\_\_ walking very fast, I couldn't catch her.
- \_\_\_\_\_ we collected a lot of money, it wasn't enough for a good present.
- \_\_\_\_\_ their invitation, we stayed at home.
- Would you like some coffee, \_\_\_\_\_ it is instant?
- Nothing happened, \_\_\_\_\_ we waited for a long time.
- He didn't say much, \_\_\_\_\_ his long telephone call.
- The team didn't qualify for the finals, \_\_\_\_\_ having trained very hard.

### C Rewrite these sentences using **although**.

- We didn't get there in time, despite driving very quickly.  
*Nobody answered the door although we rang the bell several times.*
- Despite his many qualities, he hasn't made many friends.
- They pulled down the building in spite of people's protests.
- The report will not be ready despite our hard work.
- I have failed the test in spite of studying really hard.
- In spite of the long journey, we weren't tired at all.
- They are going to get married despite their parents' opposition.
- In spite of her chain smoking, she can run faster than me.



## Construcciones causativas: have/get something done

Fíjate en las siguientes frases:

*Nick painted his flat.*

*Phil had his flat painted.*

En la primera frase, se entiende que el sujeto (Nick) realizó la acción él mismo. En la segunda, la estructura **have + OBJETO + PARTICIPIO** nos da a entender que el sujeto (Phil) pagó a un profesional para que pintara su piso.

Fíjate en el uso y la forma de las construcciones causativas:

### Uso

Como la pasiva refleja del español, la usamos para referirnos a acciones que encargamos a otras personas:

Sheila is going to have her hair dyed.  
(Sheila se va a teñir el pelo.) No se lo va a teñir ella misma.  
We got air-conditioning installed.  
(Nos instalaron aire acondicionado.) Lo hizo un profesional, no nosotros mismos.



Susan is very cross. She got/had her bike stolen.  
(Susan está muy enfadada. Le robaron la bici.)

Y para acontecimientos desagradables que le ocurren a una persona y que están fuera de su control, de forma similar a una estructura pasiva:

### Forma

**have/get + Complemento directo + Participio**

Se utiliza **have/get** para expresar los diferentes tiempos y formas verbales:

Necesita de auxiliares para formar oraciones negativas e interrogativas:

El complemento directo y el participio no pueden variar su forma ni su posición:

She gets her car washed every Sunday.  
I'll have that broken window mended.  
I must get my suit cleaned this week.  
Having a house built can be expensive.

She doesn't have her hair cut every month.  
NO: She hasn't her hair cut every month.  
Have you ever got your tongue pierced?

I must get cleaned-my-suit  
Phil is having his flat painting.

**Make sentences with a form of have something done for these situations. Use the correct tense.**

0 Tom's windows were dirty, but he didn't have time to clean them himself

Last Saturday, Tom had his windows cleaned.

1 The shop delivers Mary's food to her house. Mary

2 At the butcher's Fred said, 'Please cut the meat into small pieces'.

Fred into small pieces.

3 The hairdresser cuts Rachel's hair about twice a year.  
Rachel about twice a year

4 Last week, the optician checked Mr Stone's eyes.

Last week, Mr Stone

5 Mrs Frost's doctor says to her: 'When you come to see me next week, I'll check your blood pressure'

When Mrs Frost goes to see the doctor next week, she

6 A builder is going to replace the gutters on our house.

We on our house.

**Look at these signs from some shops and a garage. Then write what people think when they see the signs using the words in brackets and have or had**

0 WE REPAIR ALL KINDS OF BOOTS AND SHOES.

(That reminds me. I/must/my brown boots/repair)

That reminds me. I must have my brown boots repaired.

1 LET US CLEAN YOUR CARPETS AND CURTAINS.

(My parents use that company. They/their carpets/clean/there)

My parents use that company.

2 CAN WE CHECK YOUR OIL AND TYRES?

(That reminds me. I/must/the tyres/check)

That reminds me.

3 WE MEND WATCHES AND CLOCKS

(That shop isn't expensive. I/my watch/mend/there last week)

That shop isn't expensive

4 WE TEST YOUR EYES FREE

(Ah, yes! My husband/his eyes/test/there last winter)

Ah, yes!

5 WE REMOVE ALL KINDS OF STAINS FROM ALL KINDS OF CLOTHES

(Wonderful! I'll take my suit there and/that coffee stain/remove)

Wonderful! I'll take my suit there and I'll

**Put the words in brackets in the correct order.**

0 (her bag/Mary/had/her shoulder/pulled off)

Mary had her bag pulled off her shoulder.

1 (had/his driving licence/Peter/by the police/taken away)

2 (from the garage/had/her bike/Paula/stolen)

3 (Fiona/broken/her glasses/had)

4 (tom/John/had/in a fight/his clothes)

5 (at the weekend/had/her flat/Jane/burgled)

## La oración final: to + infinitivo, in order (not) to, so as (not) to, for + -ing

La oración final contesta a la pregunta *What for?* (¿Para qué?):

*What did he go out for?*

*He went out to get the paper*

Las estructuras finales más utilizadas son las que utilizan infinitivo:

**to + INFINITIVO** (para hacer algo). No se puede utilizar esta estructura en oraciones negativas.

**In order to + INFINITIVO** (para hacer algo)

**so as to + INFINITIVO**  
(para hacer algo)

**NEXO + INFINITIVO**

*I walked to the station to buy my train ticket.*  
NO: ... ~~for to~~ buy my train ticket.

*They came in order to find out if I was fine.*  
*She kept silent in order not to incriminate herself.*  
NO: She kept silent in order to not incriminate

*We booked our holidays late so as to get a better deal.*  
*We talked quietly so as not to wake Tim.*  
NO: We stayed at home so as to not wake Tim.

Fíjate que estas estructuras NO pueden utilizarse acompañadas de un verbo modal:

*'Hicimos cola durante horas para poder ver en concierto.'*

NO: *We queued for hours to can see the concert.*

**so that (para que)**

**NEXO + ORACIÓN**

*I listen to the news so that I know what's happening in the world.*

Esta estructura sí nos permite utilizar verbos modales:

*'Hicimos cola durante horas para poder ver el concierto.'*

*We queued for hours so that we could see the concert.*

Fíjate que **so that** no puede separarse en este tipo de oraciones:

*I listen to the news so I know that what's happening in the world.*

Pero también se puede contestar a la pregunta '¿para qué?' con un sintagma nominal en vez de una oración completa:

*What is this machine for? It's for my work.*  
*It's for cutting cloth.*

**for + nombre (para, a por)**

**for + gerundio (para hacer)** se refiere a la utilidad de un instrumento.

**PREPOSICIÓN + NOMBRE/GERUNDIO**

*He went to the fridge for some fruit.*  
*This is an instrument for measuring wind speed.*  
*This tool is for making holes.*  
NO: I went out for getting the paper

**A** Complete the sentences with the expressions from the box.

in order to find a book on India	to make a cake	so as to buy a plane ticket
to get some sausages	to receive some advice	so that she can polish her shoes
so that he can get some fresh air		

0 He goes to the park *so that he can get some fresh air*

1 Mary wanted the money

2 Philip wants the flour

3 Bill has gone to the butcher's

4 Helen wanted the polish

5 Alison needs to go to the library

6 Jane often phones Ann

**B** Now rewrite the sentences from the previous exercise to express purpose, using **for + noun/-ing form**.

0 He went to the park *for some fresh air*

1 Mary wanted the money

2 Philip wants the flour

3 Bill has gone to the butcher's

4 Helen wanted the polish

5 Alison needs to go to the library

6 Jane often phones Ann

**C** Make definitions of the things in Box A using one of the phrases from Box B.

**A**

telescope — instrument  
hammer — tool  
fridge — appliance  
kettle — appliance  
thermometer — instrument  
vacuum cleaner — appliance  
drill — tool  
speedometer — instrument  
freezer — appliance

**B**

boil water  
measure temperature  
knock in nails  
clean carpets  
see things at a distance  
keep food cold  
measure speed  
keep food frozen  
make holes

0 A hammer is *a tool for knocking in nails.*

1 A kettle

2 A thermometer

3 A vacuum cleaner

4 A fridge

5 A telescope

6 A speedometer

7 A freezer

8 A drill

**D** Correct the following sentences.

0 Let's go to the museum for to see the new exhibition.

*Let's go to the museum to see the new exhibition.*

1 I got up early so not as to miss my flight.

2 Can you use this machine for record CDs?

3 They went to the restaurant in order to not meet us.

4 I called the police to telling them about the theft.

5 I went to the chemist for getting my prescription.

6 What do you need the camera?



## La oración comparativa: as, as if, as though, as/like

La oración comparativa contesta a la pregunta **How?** (¿cómo?):

*How did she travel? She came by car as she always does.*

*How's the weather? It looks as if it's going to clear up.*

*How did she feel? She felt as though she hadn't slept all night.*

**as** (como, del mismo modo en que)

**NEXO + ORACION**

She played as she had never played before.

*Jugo como nunca había jugado.*

**as though** (como si)

We talked as though we had all the time in the world. *Habíamos como si tuviéramos todo el tiempo del mundo.*

**as if** (como si)

He was acting as if he was the boss.

*(Se comportaba como si fuera el jefe.)*

Ten en cuenta que la conjunción **as** se utiliza frecuentemente con un significado temporal (*mientras que*) o causal (*ya que*), y también puede introducir comentarios:

**As everyone knows**, this meeting is extremely important. (COMENTARIO)

*(Como todos lo saben, esta reunión es sumamente importante.)*

**As everyone is here**, let's start the meeting. (CAUSAL)

*(Que todos están aquí, empecemos la reunión.)*

**As he was doing the dishes**, he was listening to the radio. (TEMPORAL)

*(Mientras fregaba los platos, escuchaba la radio.)*

Pero también se puede contestar a la pregunta **¿cómo?** con un sintagma nominal en vez de una oración completa.

*How did she feel? She felt like a zombie.*

**as** (como)

**NEXO + NOMBRE**

They work as lawyers.

Se utiliza con las profesiones, los roles y funciones:

As your father, I want what's best for you.

Compara cualidades entre personas o cosas.  
**as + adjetivo + as**:

We all start life as a small cell.

He's as tall as his father.

Se da en muchas expresiones idiomáticas.

as white as a sheet, as old as the hills.

Aparece con algunos verbos: **describe**, **consider**, **regard**, etc.

The police described him as a dangerous terrorist.

**like** (como, igual que)

He works like a donkey. *Trabaja igual que/ como una mula.* (es decir, trabaja mucho.)

Indica similitud entre objetos o personas.

NO: He works as a donkey. *(Trabaja como mula.)* porque esta no puede ser su profesión

Fíjate que en español el nexo **COMO** puede expresar dos ideas diferentes. En inglés no se da esa ambigüedad porque se elige una palabra diferente para cada situación:

*Como tus padres, queremos lo mejor para ti.*

**As your parents**, we want what's best for you. (Nosotros somos tus padres, queremos lo mejor para ti.)

**Like your parents**, we want what's best for you. (Nosotros no somos tus padres, pero al igual que ellos, también queremos lo mejor para ti.)

### Complete the sentences with **as/like**.

- He ran \_\_\_\_\_ as fast as he could.
- \_\_\_\_\_ all human beings, I need a rest from time to time.
- They're employed \_\_\_\_\_ hairdressers at a new holiday resort.
- Don't be so cruel! You are treating them \_\_\_\_\_ slaves.
- She's regarded me \_\_\_\_\_ her personal secretary as her life.
- We played all day \_\_\_\_\_ children.
- \_\_\_\_\_ a former actress, I love going to the theatre.
- He's a great athlete but not \_\_\_\_\_ yet.

### Complete the sentences with **as**, **as though**, **as if** and the words in brackets, using the correct form of the verb.

- He looked at me **as though/as if** he couldn't believe me (he/can/not/believe me)
- They danced all night (they/not/have to work in the morning)
- I trust her (I never trust anyone else)
- Sally felt very upset about the terrorist attack (it/be/her fault)
- The priest smiled on his congregation (they be a angels)
- They fell in love with each other (they be the last two people on earth)
- There was a knock on the door (he/watch/TV)
- She looked (she see a ghost)
- I didn't know the ending of the story (I/not/finish/the book)

### Connect both parts of these sentences.

- |                             |  |
|-----------------------------|--|
| He cooked all day.          | like children.                               |
| Like my brother,            | as if there were 50 people coming to dinner. |
| As your doctor,             | like everyone else at the bachelor party.    |
| When I saw her,             | as a bank manager.                           |
| Adriana acted               | as though she had done nothing wrong.        |
| My parents                  | I insist that you take some time off work.   |
| You are behaving            | she was looking as white as a sheet.         |
| He had been drinking a lot, | I too enjoy a good tennis match.             |

- He looked all day, as if there were hundreds of people coming to dinner.
- 
- 
- 
- 
- 
-

# 55 Las oraciones subordinadas

## A Choose the correct preposition from the words in brackets.

- 0 (As/Owing to/For) the lack of room, only three people found seats.  
 1 I went to the show (because of/like/despite) the bad reviews.  
 2 Do you enjoy your new job (like/as/due to) a mechanic?  
 3 What do you use this tool (as/for/because of)?  
 4 (As/Due to/In spite of) technical problems, the flight will be delayed.  
 5 I got my hair cut (for/due to/in spite of) the heat.  
 6 You look very much (like/as/for) your mother.

## B Rewrite these sentences using the conjunction in brackets.

- 0 I pestered my mother because I wanted to go to the party. (SO)  
*I wanted to go to the party, so I pestered my mother.*  
 1 I had three cups of coffee, so I couldn't sleep at night. (BECAUSE)  
 2 I pulled down the blinds so as to keep out the light. (IN ORDER TO)  
 3 In spite of the rain, we had a good time at the beach. (ALTHOUGH)  
 4 There are many books in our house because we think that reading is important. (SO)  
 5 It was such a hot day that people stayed indoors. (SO ... THAT)  
 6 I felt very sad because of Peter's absence. (BECAUSE)

## C Join the following pairs of sentences using the connectors so or such ... that.

- 0 It was raining very hard. We couldn't go out.  
*It was raining so hard that we couldn't go out.*  
 1 There were many people. I couldn't find a chair.  
 2 It was an expensive dinner. Many people couldn't afford it.  
 3 It's a very roomy vehicle. It can seat 8 people.  
 4 I was feeling very weak. I stayed in bed.  
 5 All my friends are very smart. They are all going to university next year.

6 They live in a very small flat. There isn't a guest room.

7 We trained very hard. My team won all the matches in the championship.

## D Write out complete sentences from the words in brackets, making any necessary changes and including so that.

- 0 (Mark/go/swimming every day/he can stay healthy)  
*Mark goes swimming every day so that he can stay healthy.*  
 1 (Last week, my brother/lend/me £20/I could buy some new shoes)  
 2 (Last month, the Government/pass/new traffic laws/fewer people will have accidents)  
 3 (Our school has/open/a new library/we can have more books)  
 4 (Ann always/write/everything in her diary/she doesn't forget her appointments)  
 5 (Last Friday, we/leave/home early/we could avoid the morning traffic)

## E Complete the sentences using the words in brackets.

- 0 I went in quietly, although *nobody was at home.* (nobody/be/at home)  
 1 Some people enjoy Maths, whereas (others/hate/it)  
 2 They've come to Athens in order to (attend/the Olympic Games)  
 3 Be careful. Don't use that machine for (cut/the grass)  
 4 I have never written again as (I/write/that year)  
 5 I looked him in the eye so as to (discover/the truth)  
 6 She got the job in spite of (she/lack/experience)

## F Translate the following sentences.

- 0 He llevado el coche al mecánico para que me lo arregle.  
*I've taken my car to the mechanic to have/get it repaired.*  
 1 Viaje en avión para llegar más rápido.  
 2 A pesar del retraso, todo el mundo llegó a casa sano y salvo.  
 3 Mientras que a mi madre le gusta la comida hindú, yo la detesto.  
 4 Debido a la niebla, hubo muchos accidentes de tráfico.  
 5 Habla tanto que la gente se aburre.  
 6 Aquí tienes dinero para algo de ropa.

## **Temas suplementarios**



# 1 Los verbos frasales (1)

Estos son algunos verbos frasales de uso frecuente cuando se habla de problemas y soluciones. Recuerda que los verbos frasales pueden tener distinto comportamiento gramatical.

## VERBOS FRASALES TRANSITIVOS INSEPARABLES

**look into** (investigar o examinar algo)

**cope with** (soportar algo, llevar bien una situación)

**put up with** (soportar a alguien o algo)

**deal with** (encargarse de algo)

**face up to** (enfrentarse a algo o alguien)

**get rid of** (librarse de algo o alguien)

**get down to** (poner manos a la obra, comenzar)

**get on with** (continuar con algo)

**come up with** (encontrar o descubrir)

## VERBOS FRASALES TRANSITIVOS SEPARABLES

**find out** (averiguar)

**sort out** (organizar)

**carry out** (ejecutar, llevar a cabo o a la práctica)

**work out** (dar una solución a algo)

**think over** (considerar)

## VERBO + PREPOSICIÓN + OBJETO DIRECTO

We're spending too much money. We need to **look into** our expenses.

After the divorce, both found it difficult to **cope with** the situation.

You are so rude. I won't **put up with** this behaviour!

He can't **deal with** the problem himself. He needs our help.

Don't hide behind your mum. You have to **face up to** what you've done.

If that salesman calls again can you **get rid of** him for me?

I haven't done my homework yet. I really need to **get down to** it.

They'll **get on with** the work after the weekend.

This is terrible. We need to **come up with** a solution.

## VERBO + PREPOS. + OBJ. DIR.

## VERBO + OBJ. DIR. + PREPOS.

## VERBO + PRONOMBRE + PREPOS.

Can you **find out** his phone number?

Can you **find** his phone number out?

I'll **sort out** the dates with her secretary.

I'll **sort** the dates out with her secretary.

The government will **carry out** the plan over a two-year period.

The government will **carry** the plan out over a two-year period.

Can't we **work out** our problems?

Can't we **work** our problems out?

I need to **think over** the offer.

I need to **think** the offer over

**B** Paul and Jackie are planning their wedding. Complete the dialogue with the phrasal verbs in the table. There may be more than one possible answer.

find out cope with get down to it look into  
sort them out come up with (x2) get rid of it

Paul: OK, turn off the radio. There's still a lot to do. We need to <sup>0</sup> **get down to it** now.

Jackie: Well, first of all is the problem of the guests. We have to make a list and send the invitations.

Paul: Fine, I'll <sup>1</sup> \_\_\_\_\_ it.

Jackie: Also, did you check the rates for our honeymoon hotel? You didn't? Right, then, I'll <sup>2</sup> \_\_\_\_\_ how much they charge.

Paul: And we have to book our flights to Naples. If you like, I can <sup>3</sup> \_\_\_\_\_ what times and rates the different air companies are offering.

Jackie: We haven't found anywhere to hold the reception yet.

Paul: Don't worry. Somehow, I think we'll <sup>4</sup> \_\_\_\_\_ something. And your wedding dress?

Jackie: That's another problem. My father insists that I should wear my grandmother's dress, but it's so old-fashioned. I really don't like it. I want to <sup>5</sup> \_\_\_\_\_ But what can I tell my father?

Paul: Well, you'll have to <sup>6</sup> \_\_\_\_\_ a good excuse.

Jackie: Yes, but I'll also have to <sup>7</sup> \_\_\_\_\_ my father's bad temper!

**C** Translate the following sentences. There may be more than one correct answer.

0 ¿Has averiguado dónde vive?

*Have you found out where he lives?*

1 «No pares! Continúa con tu trabajo.

2 No puedo soportar los atascos de tráfico.

3 ¿Te has librado de tu hermano pequeño?

4 Nunca llevas a cabo las cosas que planeas.

5 He organizado mis citas de esta semana.

6 El detective estaba investigando el caso.

7 Tengo que considerar el proyecto antes de decidirme.

8 Debemos encontrar una nueva estrategia.

## Ejercicios

**A** Connect each half of the correct sentences, matching the number with the letter.

0 You must face up to

1 Can't you get rid of

2 He's a mysterious man. I'd like to look into

3 You are always complaining. Why can't you

4 Lunchtime is over! Please get on with

5 Their plans are ready but

6 The police are trying to find out

a \_\_\_\_\_ now they have to carry them out.

b \_\_\_\_\_ what you were doing before.

c \_\_\_\_\_ put up with the situation?

d \_\_\_\_\_ what happened to him.

e D the dangers of smoking.

f his part

g that dog?

## 2 Los verbos frasales (2)

Estos son algunos verbos frasales de uso frecuente para hablar de hechos cotidianos. Recuerda que los verbos frasales pueden tener distinto comportamiento gramatical.

### VERBOS FRASALES INTRANSITIVOS

**get by** (arreglárselas bien)

**turn up** (aparecer)

**break down** (estropearse)

**break out** (comenzar inesperadamente)

**die out** (extinguirse)

**passed away** (morir)

### VERBO + PREPOSICIÓN

Although the cost of living has gone up, we still make enough money to **get by**.

I hadn't seen him for a long time, so I was surprised when he **turned up** at my house.

Our car **broke down** on the way back.

The fire **broke out** in the kitchen.

By 2500, dozens of species will have **died out**.

Her father **passed away** last year.

### VERBOS FRASALES TRANSITIVOS INSEPARABLES

**run into** (encontrarse con alguien)

**run out of** (quedarse sin algo)

**fall in love with** (enamorarse de alguien)

**get on with** (llevarse bien con alguien)

**break into** (robar una casa)

**get round to** (tener tiempo para)

### VERBO + PREPOSICIÓN + OBJETO DIRECTO

I **ran into** him at the supermarket.

We've **run out of** sugar for our coffee.

She **fell in love with** him on the beach.

I never **got on with** my parents.

The burglars **broke into** our flat at night.

Have you **got round to** reading that book?

### VERBOS FRASALES TRANSITIVOS SEPARABLES

**put off** (retrasar algo)

**tell off** (reñir a alguien)

**bring up** (criar o educar a alguien)

**talk over** (discutir algo en detalle)

**clear up** (resolver, solucionar)

**cut out** (eliminar)

### VERBO + PREPOS. + OBJ. DIR.

### VERBO + OBJ. DIR. + PREPOS.

### VERBO + PRONOMBRE + PREPOS.

They have **put off** their wedding.

They have **put** their wedding **off**.

The teacher **told** the whole class **off** this morning.

The teacher **told off** the whole class this morning.

My mother **brought** the family **up** by herself.

My mother **brought up** the family by herself.

Don't go yet. We need to **talk** a few things **over**.

Don't go yet. We need to **talk over** a few things.

Have they **cleared** the mystery **up** yet?

Have they **cleared up** the mystery yet?

I'm going to **cut** chocolate **out**.

I'm going to **cut out** chocolate.

3 I haven't got round to doing the gardening. (it)

4 Have they been talking over the problem? (it)

5 I'm going to cut out chocolate. (it)

6 Why have you put off your holidays? (them)

7 We brought up our daughter very strictly. (her)

### 8 Match each half of the sentence, and write the sentence in full.

- |                                    |  |
|------------------------------------|--|
| 0 I know enough Russian ...        | ... because they've run out                          |
| 1 We can't have a cup of tea ...   | ... that your grandfather has passed away            |
| 2 We fell in love ...              | ... the water supply will be cut down for a few days |
| 3 Most of these houses ...         | ... have been broken into this summer                |
| 4 We've been waiting for hours ... | ... because the fridge has broken down               |
| 5 There are no ice cubes ...       | ... at first sight                                   |
| 6 When will you get around ...     | ... to repairing that table?                         |
| 7 Due to some repairs ...          | ... to get by when I visit Moscow                    |
| 8 I'm sorry to hear ...            | ... but nobody has turned up                         |

0 Due to some repairs, the water supply will be cut down for a few days.

1

2

3

4

5

6

7

8

### C Underline the correct preposition.

- The workers are very angry because their benefits have been cut (up/off/down)
- We were very upset because the family gathering had been put (out/down/off)
- Congratulations! Your daughter has been nicely brought (up/down/into)
- When you go to the shops, please get some milk. We've run (out/by/up)
- He has been accused of breaking (out of/into/over) people's houses
- We can't finish our job until everything has been cleared (off/round/up)
- When the war broke (up/out/down), some people managed to escape
- It's the tenth time this week that the lift has broken (up/down/out)!!
- Why don't you get (up/on/into) with your classmates?

## Ejercicios

A Rewrite these sentences replacing the underlined words with the pronoun in brackets. Make sure that the pronoun is in the correct place

0 When did you run into Peter? (him)

When did you run into him?

1 The teacher told off the students. (them)

2 We haven't cleared up the matter yet. (it)

### 3 Los prefijos

Tanto en español como en inglés, los prefijos más comunes sirven para formar opuestos y provienen del latín, por lo que son muy parecidos en los dos idiomas. Fíjate.

#### Para formar OPUESTOS

in-	inconsiderate (desconsiderado) incomplete (incompleto)
im- si la palabra comienza con M o con P	immature (inmaduro) imperfect (imperfecto)
ir- si la palabra comienza por R	irregular (irregular) irrational (irracional)
il- si la palabra comienza por L	illegal (ilegal) illiterate (analfabeto)
un-	undo (deshacer) unfair (injusto)
dis-	dislike (desagradar) disability (discapacidad)
de-	decrease (decrecer)
mis-	misunderstanding (malentendido) misadventure (desventura)
mal-	malformed (malformado)

#### Para indicar REPETICIÓN

re-	rewrite (reescribir) replace (reemplazar, sustituir)
-----	---

Observa que en ocasiones el español y el inglés utilizan diferentes prefijos para formar un opuesto (Inconsiderate, desconsiderado).

Algunas preposiciones del inglés también pueden utilizarse como prefijos.

#### Para expresar EXCESO o SOBRA

out-	outgrow (superar en estatura) outrun (superar en una carrera)
over-	overestimate (sobrestimar) overpay (pagar en exceso, pagar de más) oversleep (quedarse dormido)

#### Para expresar FALTA O ESCASEZ

under-	underestimate (infravalorar) underpaid (mal pagado)
--------	--

### Ejercicios

A Match the words in the table to their definitions.

underestimate overqualified mishear rewind maltreat  
untie unemployed irresistible impatient repay

0 To treat somebody badly.

maltreat

- 1 A person who has a better education than is needed for a job.
- 2 To remove the knots from something that has been tied.
- 3 Something that is very tempting.
- 4 A person who hasn't got a job.
- 5 To hear something which the speaker did not say.
- 6 To give back money that you owe.
- 7 To think that someone is less important or intelligent than he or she really is.
- 8 To make a tape go backwards.
- 9 A person who cannot wait.

B With the help of a dictionary, find the opposites of the words below.

advantage courage offensive responsible appear appoint illusion  
believe close interested disarm content trust proper

0 proper, improper

C Complete the sentences by adding the correct prefix from the table.

un- (x5) dis- (x3) in- (x2) im- over-

- 0 I keep thinking of our holidays in Jamaica. They were really UN FORGETTABLE.
- 1 He believes he isn't going to die. He thinks he is MORTAL.
- 2 I was surprised by my mother's call. It was very EXPECTED.
- 3 Please find another chair. You look COMFORTABLE.
- 4 People don't really like her. She's very POPULAR.
- 5 His parents have punished her due to her OBEDIENCE.
- 6 He was very tired, so he DRESSED and went to bed.
- 7 The army's behaviour during the war was very cruel. It was truly HUMAN.
- 8 John and I don't get on well. We always AGREE about everything.
- 9 We've just arrived from our trip to Benidorm. I'm still PACKING our luggage.
- 10 I didn't like his lasagna. It was COOKED.
- 11 She's not a tidy person. The ORDER in her room is terrible.
- 12 I need a psychiatrist. I think I'm going SANE.



## 4 Los sufijos

Los sufijos nos sirven para identificar los diversos tipos de palabras, y también para crear otras nuevas por derivación. He aquí algunos sufijos habituales.

### 1 Para formar NOMBRES

de profesiones

-or, -ess (femenino)  
-er, -ist, -ee

actor (actor), actress (actriz), pianist (pianista),  
singer (cantante), employee (empleado/a)

abstractos

-ment, -tion, -al, -ity, -ness, -ship, -hood

enjoyment (placer), creation (creación),  
moral (moralidad), capacity (capacidad),  
liveliness (vivacidad), relationship (relación),  
likeness (semejanza)

por sustantivación de un verbo

-ing

beginning (comienzo), feelings (sentimientos)  
Fíjate que es muy frecuente utilizar el gerundio de  
un verbo como nombre. Smoking is dangerous.  
I hate her singing.

### 2 Para formar ADJETIVOS

que expresa una característica o cualidad

-al, -ous, -ic, -y, -ent, -ive, -ar

personal (personal), famous (famoso/a), electric  
(eléctrico), sunny (soleado), excellent (excelente),  
offensive (ofensivo), popular (popular)  
Fíjate que se parecen mucho a los sufijos que  
utilizamos en español.

de nacionalidad

-an

American (americano), Brazilian (brasileño)

-ese

Chinese (chino), Portuguese (portugués)

que indican presencia o falta de una cualidad o sustancia

-ful

useful (útil, que tiene utilidad)

-less

useless (inútil, que carece de utilidad)

que expresa habilidad o posibilidad

-ble

available (disponible)

que contrastan una característica y un estado

-ing (véase la unidad 31)

interesting (interesante)

-ed (véase la unidad 31)

interested (interesado)

### 3 Para formar ADVERBIOS

de modo a partir de un adjetivo

-ly

slowly (lentamente)  
happily (alegremente)

Fíjate que algunos adjetivos no alteran su forma al convertirse en adverbios.

hard (duro, duramente), early (temprano), late (tarde)

## Ejercicios

### A Complete the sentences with the correct word from the box.

useless employee depressing refusal attention waitress guilty neighbourhood

- Please pay attention to what the teacher is explaining.
- I can't continue to watch this film. It's just too depressing.
- He can't do anything about that problem, so he feels useless.
- I might move somewhere else. Lots of things are changing in my neighbourhood.
- I knew that he had broken the mirror because he looked at me guiltily.
- He always goes to that restaurant because he likes the attention.
- I like my job because my boss doesn't treat me as an employee.
- Nobody understands his refusal to get married again.

### B Complete the sentences with a form derived from the word in brackets.

- He's been ill for very long, so he is weak and helpless (help).
- What you say can't be true. It's unbelievable (believe).
- Look out! When you cross the road you have to be more careful (care).
- He has found a temporary job as a typist (type).
- His speech was very offensive and he spoke rather angrily (anger).
- They love children, but unfortunately they are childless (child).
- She found out about driving lessons from an advertisement (advertise) in the paper.
- I'm not sure where he is from. He's probably German (Germany).
- I'm sorry. I can't sign any documents without my lawyer's approval (approve).

### C With the help of a dictionary, complete the following table with words that have the same root.

NOMBRE	ADJETIVO	ADJETIVO (OPUESTO)	ADVERBIO
health	healthy	unhealthy	(un)healthily
	beautiful	xxxxxxxxxxxx	fashionably
generosity			
	natural		
		impossible	
			attractively
comfort			
	active		
		irregular	
legality			

## 5 La complementación del adjetivo

Los adjetivos pueden ir seguidos de otros elementos complementarios. Lo más habitual es que vayan seguidos de PREPOSICIÓN + NOMBRE/GERUNDIO, como vimos en la unidad 27, por ejemplo:

*He's famous for his songs.*

*She's well-known for singing in the shower.*

En algunos casos, el adjetivo puede ir seguido de un verbo en GERUNDIO (-ing) sin necesidad de preposición.

### ADJETIVO

They were busy  
(Estaban ocupados ...)

It's no good ...  
(No sirve de nada ...)

It's not worth ...  
(No vale la pena ...)

### + GERUNDIO

... getting things ready,  
... preparándola toda.)

... worrying about the weather.  
... preocuparse por el tiempo.)

... waiting for her any longer  
... esperarla más.)

Fijate que en español no siempre traducimos el gerundio literalmente. A veces utilizamos un infinitivo.

También puede acompañar una oración completa introducida por *that*:

### ADJETIVO

I'm very happy ...

He was very surprised ...

### + that + ORACIÓN

... that you have arrived safely.

... that there were no letters for him.

Fijate que en español con frecuencia necesitamos una preposición entre el adjetivo y la oración:

*Estoy muy contento de que hayas venido.*

*I'm very happy that you've come. NO: I'm very happy of that you've come*

Otra estructura habitual es un infinitivo tras el adjetivo:

### ADJETIVO

It was embarrassing ...

I was careful ...

### + to + INFINITIVO

... to find my ex husband there.

... to lock all doors.

Si el sujeto del adjetivo y el del infinitivo no son el mismo, la estructura se modifica:

### ADJETIVO

It's difficult ...

### ADJETIVO

It was nice ...

### + for + (PRO)NOMBRE

... for people ...

### + of + (PRO)NOMBRE

... of you ...

### + to + INFINITIVO

... to admire politicians.

### + to + INFINITIVO

... to bring me a present.

Recuerda que en las estructuras de infinitivo, la negación se realiza colocando *not* delante del infinitivo

*It's nice of you not to ask me too many questions.*

## Ejercicios

**A** Complete the sentences with the information in brackets.

0 (she/pass/her driving test/yesterday)

Her parents must be really glad that she passed her driving test yesterday.

1 (we/have come/the right place)

I'm sure

2 (the receptionist/not be/at his desk)

I'm surprised

3 (my son/not do/his homework/often)

It's true

4 (you/go to the doctor/as soon as possible)

It's important

5 (the shops/not open/next Sunday)

It's clear

**B** Rewrite these sentences using adjective + *to* + infinitive, without changing the meaning.

0 You mustn't forget to lock the car. (important/lock)

It's important to lock the car

1 People don't have to work tomorrow. (unnecessary/work)

2 It may rain this week. (likely/rain)

3 You shouldn't drink and drive. (dangerous/drink and drive)

4 Lots of people go to the cinema at the weekend. (usual/go)

5 Nobody can park here. (difficult/park)

6 You have to catch that train. (essential/catch)

**C** Rewrite these sentences using adjective + *to* + infinitive without changing the meaning. Introduce the subject of the infinitive with *for*/*of*

0 A lot of people smoke too much.

It's common for people to smoke too much.

1 Thank you for inviting me to your party.

It's kind

2 Lots of people install alarms on their houses.

It's wise

3 Mary should see a doctor about her eyesight.

It's important

4 Many students can't pass this test.

It's hard

5 I can hardly see the view from here.

It's difficult

6 We can't find my car keys.

It's impossible

## 6 Los nexos oracionales (1)

Los nexos se caracterizan porque:

Enlazan ideas y conceptos pero no establecen relación de subordinación entre ellos.

Se colocan habitualmente al principio de una oración o un párrafo, y van seguidos de coma.

I love music. **Above all**, I love classical music.

I've always enjoyed flamenco music. **In contrast**, some people can't stand it.

**NEXOS QUE AÑADEN UNA IDEA A LA ANTERIOR**

**apart from that (aporte de eso)** The sea was cold. **Apart from that**, we had a good time.

**In addition (por añadidura)** Twenty people had been invited to the party. **In addition**, the press and some politicians were present.

**besides (además)** I'm too tired to go out. **Besides**, I've got an exam tomorrow.

**moreover (además)** Classes are often overcrowded. **Moreover**, the standard of teaching is not always consistent.

**furthermore (además)** We need to speak out against injustice. **Furthermore**, we have to denounce war and those who promote it.

Fíjate que **moreover** y **furthermore** se utilizan en un lenguaje más formal.

**NEXOS QUE INTRODUCEN OPINIONES O EJEMPLOS**

**for example (por ejemplo)** The hotel has many facilities. **For example**, you can relax by the pool or have a massage at the gym.

**for instance (por ejemplo)** There have been many complaints about this establishment. **For instance**, the stairs are not being kept clean.

**in fact (en realidad)** I wasn't pleased. **In fact**, I was extremely angry.

**In particular (en particular)** We need to address these problems. **In particular**, healthcare for the poor must be taken under advisement urgently.

**in my opinion (en mi opinión)** **In my opinion**, most people in Spain hardly ever go to church these days.

**above all (sobre todo)** War is bad for everyone. **Above all**, it hurts innocent people.

**actually (en realidad)** He didn't come on business. **Actually** he came to see me.

Fíjate que **in fact** y **in my opinion** se utilizan en un lenguaje más formal.

### Ejercicios

**A** Link the sentences with a connector from the box. There may be more than one correct answer, but all the connectors must be used.

**in my opinion** **In addition** **In particular** **Actually** **Above all** **For instance** **Furthermore**

0 Many people think he is a great President, but I don't agree. **In my opinion**, he is not the kind of person his country needs.

1 Spanish films are very popular all over the world. **Furthermore**, Almodóvar's films have won many international awards.

2 2 million people have bought her new CD. **In addition**, they bought the 'Summer Hits' collection.

3 All of my relatives are nice. **For instance**, my niece and my nephew are really charming.

4 You need to see a doctor about your throat. **In fact**, you should see a doctor right now.

5 People should be more careful when they drive. **Moreover**, they should remember to fasten their seat belts.

6 Millionaires should contribute more to their country's general welfare. **Above all**, they should pay higher taxes.

**B** Replace the underlined words in this text with more formal connectors, without changing the meaning. Don't use any connector more than once.

0 I believe that we need to stop the spread of pollution urgently. Pollution affects the world in many ways and. <sup>1</sup> For example, plants and animals are unable to survive in places where pollution runs too high. <sup>2</sup> In addition, when people eat these animals and plants they may develop a number of diseases. <sup>3</sup> Apart from that, pollution causes global warming, which is melting the South Pole and raising the level of the oceans. Something needs to be done soon. <sup>4</sup> Actually, it might be too late.

0 In my opinion, \_\_\_\_\_

1

2

3

4

**C** Choose the correct connector from the brackets.

0 We have plenty of time to get there. **Besides** \_\_\_\_\_, people prefer not to be too early. (besides/especially)

1 Try to be nice to her. \_\_\_\_\_, don't call her "Mrs. Spears" because she can't stand it. (actually/above all)

2 His ideas about Korea were wrong. \_\_\_\_\_, he enjoyed his visit very much. (actually/in particular)

3 The government have announced that the new legislation will solve the problems. \_\_\_\_\_, they intend to revise previous legislation on this matter. (especially/moreover)

4 Smoking is a controversial issue. \_\_\_\_\_, it should be banned in all public places. (for instance/in my opinion)

5 Lots of people are travelling to the Caribbean these days \_\_\_\_\_, they are travelling to Australia and New Zealand. (above all/in addition)

6 Reference books are very helpful. \_\_\_\_\_, you can't learn a foreign language without a good dictionary. (besides/for example)

7 Playing football on Sundays is helping us keep fit \_\_\_\_\_, we are having tremendous fun! (apart from that/furthermore)

8 Spain has become a popular holiday destination. \_\_\_\_\_, the Costa del Sol is always packed with tourists. (moreover/in particular)



# 7 Los nexos oracionales (2)

## NEXOS QUE INTRODUCEN UNA CONSECUENCIA O EFECTO

<b>as a result</b> (en consecuencia)	Some people don't wear sunscreen. <b>As a result</b> , they may suffer some skin damage.
<b>consequently</b> (en consecuencia)	You can learn everything from books. <b>Consequently</b> , books are essential in people's lives.
<b>therefore</b> (por lo tanto)	There's nobody in the office. <b>Therefore</b> , we need to come back some other time.

Fíjate que **consequently** y **therefore** se utilizan en un lenguaje más formal.

## NEXOS QUE INTRODUCEN UNA IDEA QUE CONTRASTA CON LA ANTERIOR

<b>by contrast</b> (por el contrario)	Madonna is very popular in the States. <b>By contrast</b> , she is not well known in China.
<b>on the other hand</b> (por otra parte)	Cats are really good companions. <b>On the other hand</b> , they are fiercely independent.
<b>however</b> (sin embargo)	Lots of people are expecting a victory on Sunday. <b>However</b> , many things could go wrong.
<b>nevertheless</b> (no obstante)	Christmas is a family celebration. <b>Nevertheless</b> , for some people it just means shopping.

Fíjate que **however** y **nevertheless** se utilizan en un lenguaje más formal.

## NEXOS QUE ABREN O CIERRAN UNA ARGUMENTACIÓN

<b>to start with</b> (para empezar)	<b>To start with</b> , we need to talk about the dangers of traffic.
<b>to sum up</b> (en resumen)	<b>To sum up</b> , smoking is very unhealthy.
<b>In conclusion</b> (en conclusión)	<b>In conclusion</b> , boxing should be banned.

## Ejercicios

### A Match the sentences from each box.

People often drink and drive.  
Salads are good for your health.  
Your behaviour has been unacceptable.  
Airplanes are among the fastest means of transport.  
They have agreed to listen to our proposals.  
Everyone is looking forward to the Christmas season.  
You should study harder if you want to go to university next year.

As a result, there are accidents every day.  
However, I am not cheered up by the prospect.  
On the other hand, you also need to have some time for yourself.  
Therefore, I'd like you to apologise.  
Consequently, we need to get ready for the meeting.  
By contrast, hamburgers can raise your cholesterol level.  
Nevertheless, some people are afraid to fly.

0 People often drink and drive. **As a result**, there are accidents every day.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

### B Complete the text below with the connectors from the box.

To start with To sum up In conclusion Consequently As a result However

Smoking is a controversial issue in many western societies. <sup>0</sup> **To start with** \_\_\_\_\_, we may say that people nowadays consider it a serious health risk. <sup>1</sup> \_\_\_\_\_, governments invest in large campaigns to convince smokers to give up the habit. <sup>2</sup> \_\_\_\_\_, the fact remains that many people continue to smoke in spite of these campaigns. Consequently, smoking remains very costly for the public health care. <sup>3</sup> \_\_\_\_\_, all public efforts to stop people smoking have been largely unsuccessful to this day. <sup>4</sup> \_\_\_\_\_, we need to find new ways to convince people that smoking is dangerous.

### C Reconstruct the text by putting in order the elements from the box. There is one too many.

To sum up, violence is everywhere and we need to find some means to check its spread.

On the other hand, it is hard to find a way to stop violence. Censorship is surely not the right answer, even if some people think it is.

Many people enjoy watching violent sports live or on TV. In contrast, others prefer not to watch them at all.

It is a fact that we live in a violent society. To start with, there's violence on TV every time we switch it on.

However, the government should take an interest in people's problems and they should try to raise the standards of living.

Action films are also among the most popular pastimes among young people. Consequently, people often take violence for granted.

In conclusion, this is the kind of problem that we can't solve easily. Only by educating children properly we can hope to put an end to violence in the future.

News programmes and newspapers show violent events all around the world: wars, terrorism, accidents, etc.

0 **It is a fact that we live in a violent society. To start with**, there's violence on TV every time we switch it on.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

## Apéndices

Tabla A Sustantivos en plural

	SINGULAR	PLURAL
<b>+ -s</b> A la mayoría de los sustantivos se les añade una -s para formar el plural:	book kilo radio shop tyre	books kilos radios shops tyres
<b>+ -es</b> A los sustantivos que acaban en -s, -ss, -sh, -ch, -x, se les añade -es:	bus dress glass dish wish beach watch box	buses dresses glasses dishes wishes beaches watches boxes
<b>-y → -ies</b> En los sustantivos acabados en una consonante + -y, la -y se transforma en -ies:	city family lorry story	cities families lorries stories
<b>-f/fe → -ves</b> -f/-fe se transforma en -ves en plural:	leaf life shelf thief	leaves lives shelves thieves
A algunos sustantivos acabados en -o, se añade -es:	potato tomato	potatoes tomatoes
Sustantivos Irregulares:	man woman child foot tooth	men women children feet teeth

Tabla B Sustantivos incontables

Estos son algunos de los sustantivos incontables más comunes.	ice, water, rain, snow, heat, noise, cotton, grass, petrol, money, luggage, information, work, homework, advice, news, meat, milk, butter, bread, marmalade, food, tea, coffee, sugar, toast, cheese
Los sustantivos incontables no tienen una forma de plural:	petrol (NO petrols) bread (NO breads)
Con los sustantivos incontables no se puede utilizar a/an, pero sí some/any, the, much (NO many), such e my/your/his, etc.:	a/an: I always have toast for breakfast.  some: I'd like some tea, please the: Look at the snow outside much: How much luggage have you got? such: We've had such wonderful news.
Algunos sustantivos pueden ser tanto contables como incontables:	I heard a noise from downstairs. (contable) I can't sleep. The neighbours are making so much noise. (incontable)

Tabla C Present Simple

<b>+ -s</b> En Present Simple, a la mayoría de los verbos se les añade una -s para las formas he/she/it:	leave make say work	leaves makes says works
<b>+ -es</b> A los verbos que acaban en -ss, -sh, -ch, -o, -x, (p.ej finish, go,) se les añade -es:	catch finish pass teach do go mix	catches finishes passes teaches does goes mixes
<b>-y → -ies</b> En los verbos acabados en una consonante* + -y, la -y se transforma en -ies:	fly try carry study	flies tries carries studies

**Tabla D** Las formas en -ing

	INFINITIVO	FORMA EN -ing
<b>+ -ing</b> A la mayoría de los verbos se les añade -ing:	ask go	asking going
<b>-e + -ing</b> En los verbos que acaban en consonante* + -e, se elimina la -e y se añade -ing:	hope live take	hoping living taking
<b>-ie → -ying</b> En los verbos acabados en -ie, -ie se transforma en -ying:	die lie	dying lying
En los verbos que acaban en una vocal* + una consonante (p.ej <i>run, swim, jog</i> ) se duplica la consonante final:	get jog run swim	getting jogging running swimming
Pero recuerda que la consonante no se duplica 1) cuando la palabra termina en -y o en -w (p.ej <i>stay</i> ) 2) cuando el acento no recae sobre la última sílaba* (p.ej <i>Listen, Visit, reMEMber</i> ):	borrow buy draw stay listen visit remember	borrowing buying drawing staying listening visiting remembering
Recuerda también que, en el inglés británico, la i final de los verbos se duplica (inciso cuando la última sílaba no lleva el acento (p.ej <i>TRAvel</i> ):	cancel travel	cancelling travelling

\* Consonantes b c d f g h j k l m n p q r s t v w x y z

Vocales: a e i o u

Sílabas: *[hit]* = 1 sílaba *[vizi:t]* = 2 sílabas *[re'mem'ber]* = 3 sílabas

**Tabla E** Adverbios

	ADJETIVOS	ADVERBIOS
<b>+ -ly</b> Para formar la mayoría de los adverbios, se añade -ly al adjetivo:	polite quick slow	politely quickly slowly
Excepciones:		
• Adjetivos acabados en -y (y → -ily).	easy happy	easily happily
• Adjetivos acabados en -ble (-e → y).	probable remarkable	probably remarkably
• Adverbios irregulares.	good fast hard late	well fast hard late

**Tabla F** Verbos regulares Past Simple y participio pasado

	INFINITIVO	PAST SIMPLE	PARTICIPIO PASADO
<b>+ -ed</b> A la mayoría de los verbos se les añade -ed.	happen work	happened worked	happened worked
<b>+ -d</b> A los verbos que acaban en -e se les añade -d:	live phone	lived phoned	lived phoned
<b>-y → -ied</b> En los verbos acabados en una consonante* + -y, la -y se transforma en -ied:	study try	studied tried	studied tried

**Tabla G** Verbos irregulares Past Simple y participio pasado

INFINITIVO	PAST SIMPLE	PARTICIPIO PASADO	INFINITIVO	PAST SIMPLE	PARTICIPIO PASADO
be	was/were	been	make	made	made
become	became	become	mean	meant	meant
begin	began	begun	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
buy	bought	bought	ring	rang	rung
catch	caught	caught	run	ran	rung
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
do	did	done	send	sent	sent
drink	drank	drunk	shine	shone	shone
drive	drove	driven	show	showed	shown/showed
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feel	felt	felt	sleep	slept	slept
find	found	found	smell	smelt	smelt
fly	flew	flown	stand	stood	stood
forget	forgot	forgotten	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tell	told	told
hold	held	held	think	thought	thought
keep	kept	kept	throw	threw	thrown
know	knew	known	understand	understood	understood
learn	learnt/learned	learnt/learned	wear	wore	worn
leave	left	left	win	won	won
lose	lost	lost	write	wrote	written



Tabla M Los numerales

CARDINALES	ORDINALES	CARDINALES	ORDINALES
1 one (uno)	1st first (primer, -a, -a)	16 sixteen (dieciséis)	16th sixteenth (décimosexto, -a)
2 two (dos)	2nd second (segunda, -a)	17 seventeen (diecisiete)	17th seventeenth (décimoséptimo, -a)
3 three (tres)	3rd third (tercer, -a, -a)	18 eighteen (dieciocho)	18th eighteenth (décimooctavo, -a)
4 four (cuatro)	4th fourth (cuarta, -a)	19 nineteen (diecinueve)	19th nineteenth (décimonoveno, -a)
5 five (cinco)	5th fifth (quinta, -a)	20 twenty (veinte)	20th twentieth (vigésimo)
6 six (seis)	6th sixth (sexto, -a)	21 twenty-one (veintiuno)	21st twenty-first (vigésimoprimer, -o, -a)
7 seven (siete)	7th seventh (séptimo, -a)	22 twenty-two (veintidós)	22nd twenty-second (vigésimosegundo, -a)
8 eight (ocho)	8th eighth (octavo, -a)	30 thirty (treinta)	30th thirtieth (trigésimo)
9 nine (nueve)	9th ninth (noveno, -a)	40 forty (cuarenta)	40th fortieth (cuadragésimo)
10 ten (diez)	10th tenth (décimo, -a)	50 fifty (cincuenta)	50th fiftieth (quincuagésimo)
11 eleven (once)	11th eleventh (undécimo, -a)	60 sixty (sesenta)	60th sixtieth (sexuagésimo)
12 twelve (doce)	12th twelfth (duodécimo)	70 seventy (setenta)	70th seventieth (septuagésimo)
13 thirteen (trece)	13th thirteenth (décimotercer, -a, -a)	80 eighty (ochenta)	80th eightieth (octogésimo)
14 fourteen (catorce)	14th fourteenth (décimocuarta, -a)	90 ninety (noventa)	90th ninetieth (nonagésimo)
15 fifteen (quince)	15th fifteenth (décimoquinta, -a)	100 a hundred (cien)	100th hundredth (centésimo)

Tabla I Adjetivos en grado comparativo y superlativo

	ADJETIVO	COMPARATIVO	SUPERLATIVO
<b>+ -er/-est</b> Se añade -er/-est a los adjetivos monosílabos*:	cheap long warm	cheaper longer warmer	the cheapest the longest the warmest
<b>+ -r/-st</b> Se añade -r/-st a los adjetivos que acaban en -e:	late nice	later nicer	the latest the nicest
En los adjetivos monosílabos acabados en una consonante* (p.ej. big), se duplica dicha consonante:	big hot wet	bigger hotter wetter	the biggest the hottest the wettest
Recuerda que la -w no se duplica:	few	fewer	the fewest
<b>more/the most</b> Se utiliza more/the most delante de los adjetivos de dos o más sílabas*:	beautiful expensive polluted	more beautiful more expensive more polluted	the most beautiful the most expensive the most polluted
<b>-y → -ier/-iest</b> En los adjetivos acabados en -y (p.ej. happy), la -y se transforma en -ier/-iest:	dirty easy happy lucky	dirtier easier happier luckier	the dirtiest the easiest the happiest the luckiest
Adjetivos irregulares:	good bad far little	better worse farther less	the best the worst the farthest the least
<b>fewer e less</b> Recuerda que normalmente se utiliza fewer con los sustantivos contables en plural (p.ej. shops) y less con los sustantivos incontables (p.ej. money):	There are fewer shops in the centre of town than there used to be. John earns less money than Mary.		

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